

RAVELINGS

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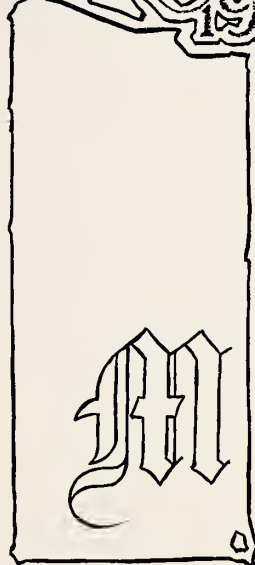
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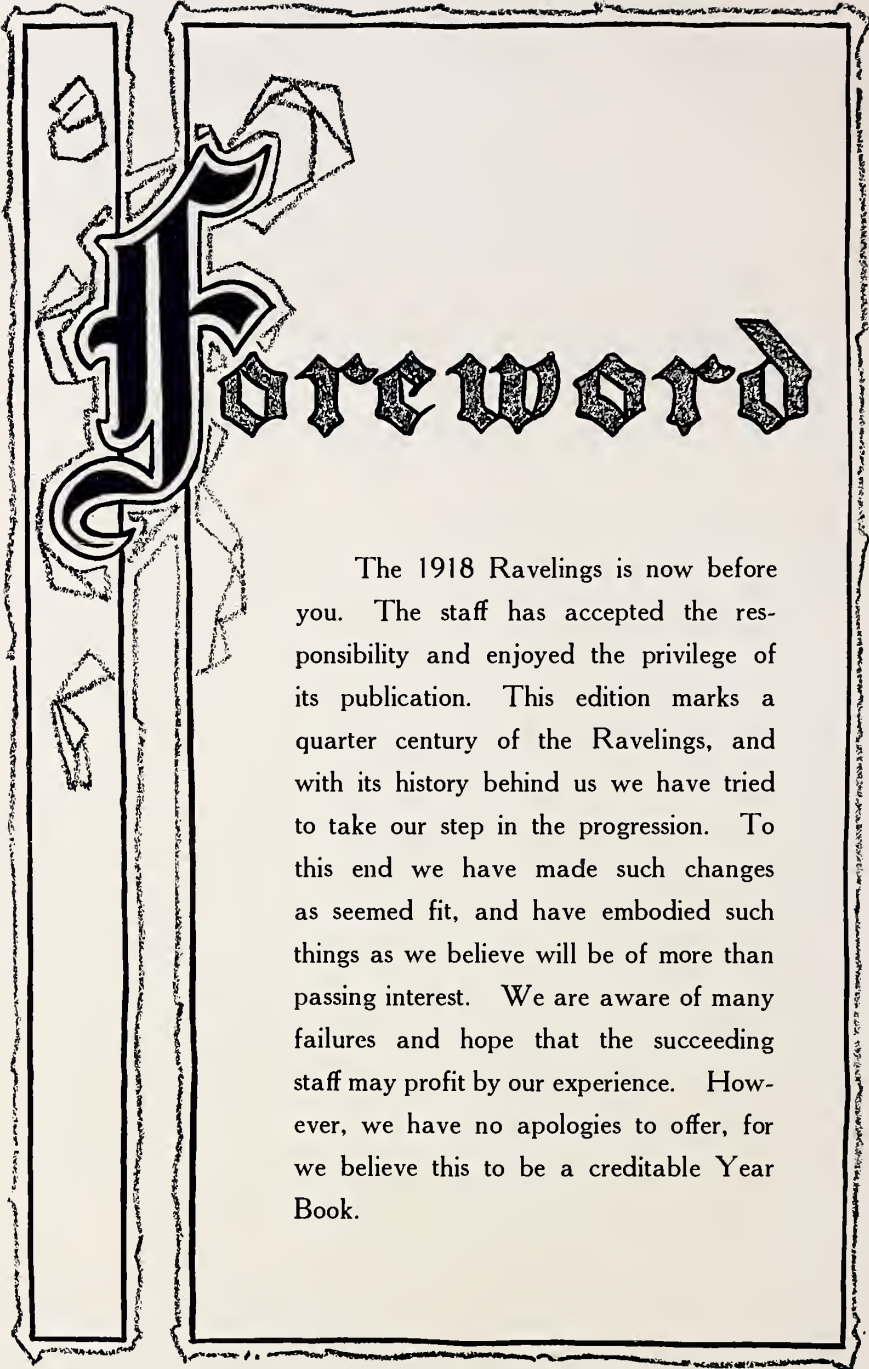




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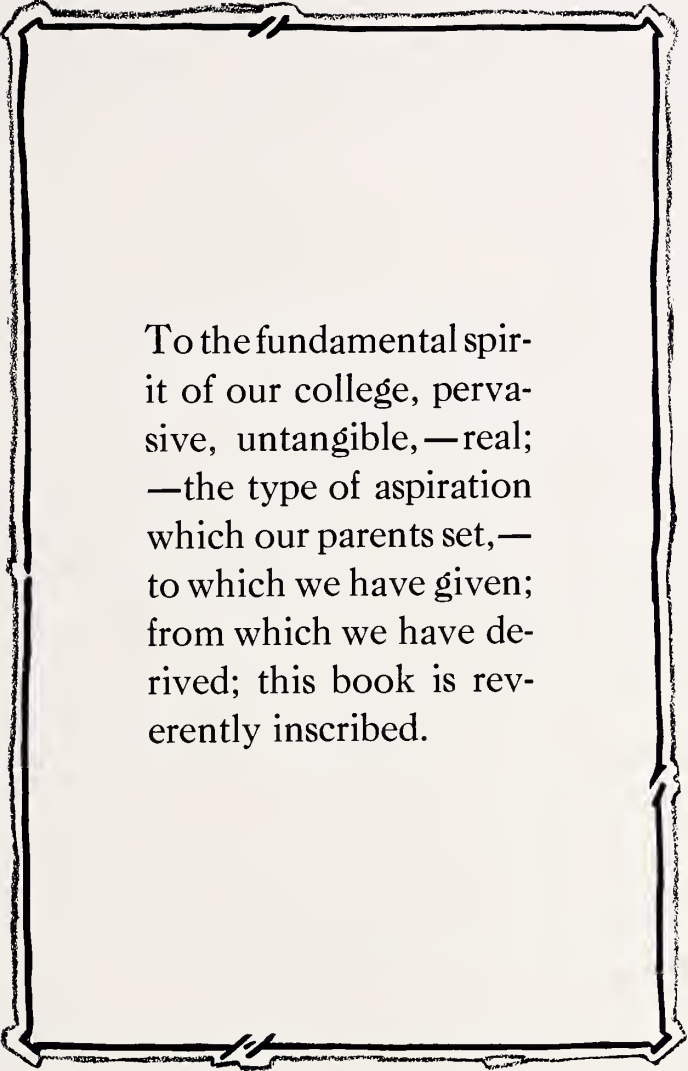
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Foreword

The 1918 Ravelings is now before you. The staff has accepted the responsibility and enjoyed the privilege of its publication. This edition marks a quarter century of the Ravelings, and with its history behind us we have tried to take our step in the progression. To this end we have made such changes as seemed fit, and have embodied such things as we believe will be of more than passing interest. We are aware of many failures and hope that the succeeding staff may profit by our experience. However, we have no apologies to offer, for we believe this to be a creditable Year Book.



To the fundamental spirit of our college, pervasive, untangible, — real; —the type of aspiration which our parents set, — to which we have given; from which we have derived; this book is reverently inscribed.

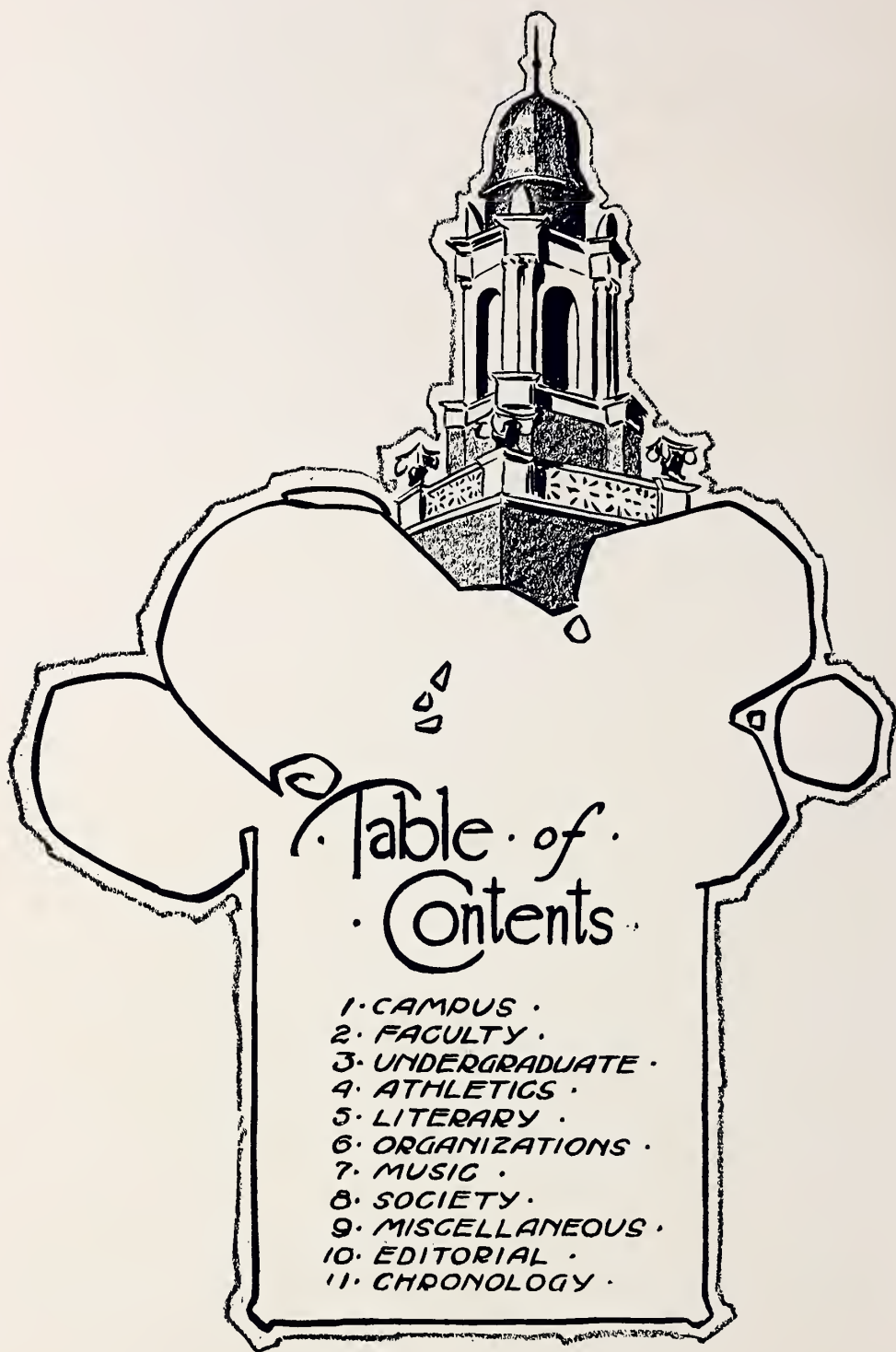


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CAMPUS



1908
A.B.

"Into the dust of the making of man
Spirit was breathed when his life began,
Lifting him up from his low estate,
With masterful passion, the wish to create."



WALLACE HALL



"Over the dust that awaits him, man,
Building the walls that his pride doth plan,
Dreams they will stand in the light of the sun
Bearing his name till Time is done."



CARNEGIE LIBRARY

"A voice came from the sky:
"Set thy desires more high.
Thy buildings fade away
Because thou buildest clay".



ACROSS THE CAMPUS



"Well did the wise in heart rejoice
To hear the summons of that Voice,
And patiently begin
The builder's work within,—
Houses not made with hands,
Nor founded on the sands."



SCIENCE HALL.

“With never-wearying zeal that faltered not, nor slept,
Our Alma Mater toiled, and while she firmly laid
The deep foundation-walls, at all her toil she prayed.”



THE MANSE



"Softly, my harp, and let me lay the touch
Of silence on these rudely clanging strings,
For he who sings
Even of nobler conflicts overmuch,
Loses the inward sense of better things."



WOODBINE COTTAGE

"And he who makes a boast
Of knowledge, darkens that which counts the most,—
The insight of a wise humility
That reverently adores what none can see."



McMICHAEL HOME



"The glory of our life below
Comes not from what we do, or what we know,
But dwells forevermore in what we are."



ALPHA AND OMEGA



"There is an architecture grander far
Than all the fortresses of war,
More inextinguishably bright
Than learning's lonely towers of light."



THE AUDITORIUM



“Framing its walls of faith and hope and love
In souls of men, it lifts above
The frailty of our earthly home
An everlasting dome.”



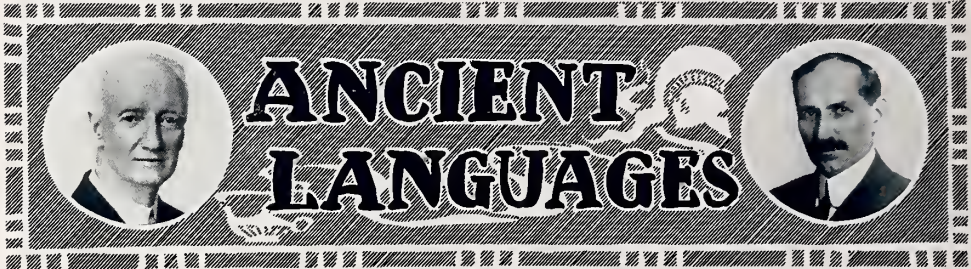
THE REAR CAMPUS



T. H. McMICHAEL, D. D., President



FACULTY



J. H. McMILLAN,
Department of Latin.

J. L. VAN GUNDY,
Department of Greek.

Latin

Latin is not a "dead language." It is no more dead than is the English of King Alfred. Latin is living today in our English. Over half our words have a direct Latin origin. Many English words have been taken from the Latin without any change of form whatever.

Words often are mere pictures of ideas. The original meaning of the word explains the picture.

Latin is living today in the Romance Languages. The peoples of France, Portugal, Spain, Italy are speaking modern Latin, just as we are using modern English.

Latin is just as much our mother tongue as is Anglo Saxon. English descends from both of these. The vigor and strength comes partly, but not entirely, from the Anglo Saxon; the refinement and culture is found in the words of Latin origin. The vehicle by which our finer distinctions in thought are conveyed is the Latin vocabulary. To the student of English Latin is invaluable.

To the student of History Latin opens the field of ancient deeds with a vividness not brought out in translations.

To him who has the Legal Profession in view no better subject can be offered than a course in College Latin. Aside from the fact that modern Law rests on Roman Laws and many legal terms are in Latin, the habits of thought found in the Latin sentence is a useful training for a legal mind. The Pharmacist needs Latin that he may interpret Prescriptions to the safety of his patron.

The student of Medicine needs Latin that he may understand the Physiological and Medical terms encountered. Besides the structure of the Latin sentence develops the habit of noting "Symtoms". This the Physician must do constantly in the sick room.

Latin then is an open door to nearly every field of modern service, whether it be Literary, Professional, or Commercial. He to whom most doors are open is on the surest road to efficiency.

Latin develops our powers of observation, memory, judgment. It leads to accuracy, trains us to reason and reach right conclusions. It increases our vocabulary and gives fluency in expressing our ideas. It opens Literature and makes plain many allusions. It trains us to hold in reserve our conclusions until all the facts are before us.

These are some of the benefits to be derived from college courses in Latin.

JOHN H. McMILLAN.

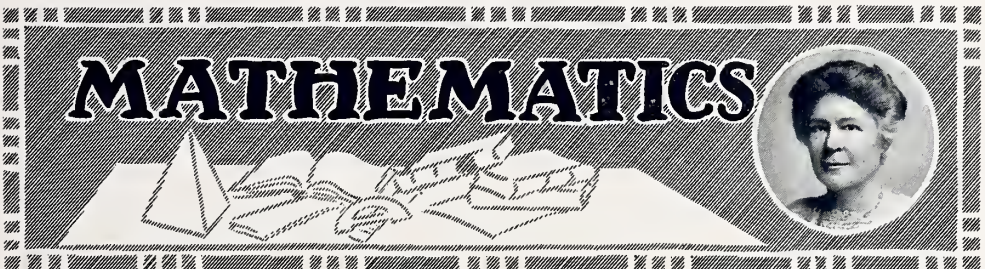


Greek

It is the aim of the Greek Department to introduce the student to the study of the most wonderful and most expressive language ever spoken by any people. It is our aim to enable him to read with appreciation and pleasure Homer and the New Testament, the greatest treasures of all literature. One year's work should enable the student to understand the significance of scientific nomenclature and use intelligently the English dictionary. It is our aim to show, incidentally, the intimate relationship existing between Greek words and many words in the Latin and Teutonic languages, especially the English,—to see, indeed, that English is Greek and that English words cannot be fully comprehended without some knowledge of the Greek language.

As to the importance and lasting value of Greek literature, I shall not here make a plea, but content myself with quoting the words of Max Eastman, author of "The Masses",—testimony coming not from antiquity, nor from the middle ages, but written as late as March twelfth of this present year. He says, "If I could add one thing to my education and one only, it would be the ability to read ancient Greek fluently and with intimate understanding—to feel the words as I feel English words in poetry. The beauty and wisdom of life both reached their height in Athens. They may reach it again sometime, and they may go higher. But in the meantime to be excluded by the barrier of a little language from entering subtly into the passions and thoughts of that great time, is tragic indeed to one who wishes to taste of life to the full. * * * Greek literature ought to be—if it is anything—one of the major experiences of a man, for it contains more clear thinking combined with high feeling than any other literature of the world." And it's all very easy—it takes only purpose and "pep".

J. L. VAN GUNDY.



ALICE WINBIGLER,
Department of Mathematics.

The purpose of all education is not simply to store the mind with knowledge but to develop power to make that knowledge useful. The Mathematics Department of Monmouth College is not at variance from other departments in its beliefs as to the essential elements of education or in its aims as to the development of scholarship, but in common with other departments is seeking to train the student to think and to think to the point; to think for himself in an independent manner; to stand upon his own feet without using



others as a prop. It is most important that a student should be trained in concentration, and that he should develop that mental power to see clearly the relation between cause and effect.

“For he by geometric scale
Could take the size of pots of ale,
And wisely tell what hour 'o th' day
The clock does strike by algebra.”

Mathematics being an exact science, its conclusions can be tested, leading the student to have confidence in himself.

“Mathematics presents to most students just the kind of difficulty the overcoming of which produces that intellectual fiber essential to effective citizenship.”

ALICE WINBIGLER.



GEORGE W. MARTIN,
Department of Biology.

EDWARD O. HEUSE,
Department of Chemistry.

Biology

In all grades of educational training from the kindergarten to the university, there should be a place in the program of studies for biologic practice. Biology today is in the fore-front of all educational advancement, and well should it be so, for it touches the heart of Nature from every angle and concerns the whole realm of life, of which we the Human race are its consummation.

In addition to its pedagogic value as a study which develops accurate personal observation and independent, original conclusions, Biology is essential in at least two particulars: Useful in the way so often referred to by Huxley, Darwin, Agassiz, and others, as a study that gives us a broader view point of our own life by showing the demands of Nature on all living organisms and the necessary responses that these demands call forth. In other language, Biology is that science which enables us to live more and more in conformity with natural laws. Aside from this, there is another useful feature of the study. It is the commercial or economic aspect. The relation that plants and animals bear to man either as friends or foes is of the utmost importance. Injurious pests, whether plants or animals,



cause our country annual losses of millions of dollars. Likewise, the creation, or the introduction of friendly or adaptable forms means the accumulation of millions of dollars. In a word, then, Biology, in its full significance, is wrapt up in the world of the living and non-living, and should be made common property in all educational endeavors. For its real purpose is to know Nature, to become acquainted with the habits, habitats, and behavior of plants and animals, to train the observational powers, to quicken the judgment, to gain power for independent thought, and above all, to spread and cherish an unswerving love for the truth.

GEORGE W. MARTIN.

Physical Science

The aim in this department is not so much to acquaint the student with a large array of facts as it is to lead him to see the relation of these various facts to each other, and to enable him to make use of these relations in a way that develops thinking capacity and ability to handle a problem. In other words, the subject of Chemistry is considered not as a mere mass of facts to be memorized by the student but as a system of knowledge to be more and more completely understood and applied by him.

This principle underlies the instruction in all the courses, be it the Freshman in General Chemistry as he first meets the field of knowledge; the second year student in Qualitative and Quantitative Analysis, where extensive application is made of the Theory or Electrolytic Dissociation and the Law of Mass Action; or the third year student in Organic Chemistry, with its structure theory. Work beyond the Major is offered in Advanced Analytical Chemistry as it is related to food products, agriculture, and metallurgy.

One year of College Physics is also included in this department, the topics considered being for the most part the same as are taken up in a High School course. The mathematical side of the subject is, however, given much more prominence than would be possible in a beginning course, as are also the more recent developments of the subject, such as the electron theory and its various applications.

EDWARD O. HEUSE.



M. M. MAYNARD,
Department of English.

L. E. ROBINSON,
Department of English.

The effort of the English department of the college is, first of all, to induct the mind and habit of the student into the practice of writing and speaking his mother tongue sincerely and pleasurably. Since to do this involves extended and intelligent study of the meaning and choice of words, a growing vocabulary, with much reading and observation



as sources of ideas, the department encourages intimate contact between the student and the library. The hope is to cultivate the reading habit, the dictionary habit, and a taste for direct and effective modes of expression. The ideal is approached in those students who discover and adopt the habit of *voluntary* reading and writing, and the power of successful self-criticism. The courses in English and American literature which follow endeavor to stimulate a friendship for the greater poets and prose writers of both branches of the English-speaking race. They include the master-thinkers and the master-artists of speech. Their work is the storehouse of the best that has been thought and said in the experience of the world's two greatest democracies, on liberty, on society, and on religion, and is believed to be of the highest educational value. Literature is the recorded life of the spirit of man seen at its highest. To promote the personal possession of its ideals and to discuss their influence upon the thought and character of the student is, in the main, the aim of the department.

L. E. ROBINSON.



RUSSELL GRAHAM.
Department of Political Science.

Social Science is a broad term including that group of Sciences having to do more directly with human Society. It has especially to do with the living present rather than with the dead past. Sociology proper develops and emphasizes two main lines of thought—suggestion which moves men directly or indirectly to act in masses; and organization of Society into groups which results in building vast human structures necessary for the Political, Industrial, and Social activities of man. Economics is a Social Science which deals with domestic and national housekeeping; the Science some say “of getting a living”; the Science of subduing the forces of Nature and applying them to the uses of man. In Political Science men agree to observe certain rules, obey certain Laws. It is the study of human government which is over all for the good of all, their comfort, happiness, and safety. In all these ways and others men co-operate, they work together. Great problems, Social, Industrial, Political, vital to the welfare of the human race, challenge the consideration of every thoughtful man. The student of Social Sciences must keep up with the march of men and events. They deal largely with the sum of the present.

RUSSELL GRAHAM.



D. C. SCHILLING,
Department of History.

Since the beginning of the war in Europe the colleges and universities in the United States have reported increased enrollments in their history departments. This is not unnatural, especially when we recall how limited our knowledge of contemporary European affairs has been in the past. We have given more time to Hannibal, Alfred and Charlemagne, than to Cavour, Gladstone and Bismark whose policies and diplomacy have made the Europe of our day.

The History department of Monmouth College gives two groups of courses in both American and European history. In the first group are introductory courses covering the whole field; in the second are courses which cover special periods in a much more detailed manner and in which more advanced methods are used. All the work is elective but the introductory courses are a prerequisite to the advanced work. The department aims to give standard courses and give them in such a way as to enable the student to transfer his credits to any college or university with no diminution because of failure to measure up to their standard in both quality and quantity. Another aim is to create a taste for, and an appreciation of, historical reading which as Lecky says will give "young men something of the experience of old men, and untravelled men something of the experience of travelled ones."

D. C. SCHILLING.



EVA BARR,
Department of Modern Languages.

H. W. CHURCH,
Department of Modern Languages.

The Modern Languages being a comparatively recent addition to the curriculum of the American school and college, the methods of teaching German, French, and Spanish are not yet standardized, and every teacher has his own aims and ideals in the presentation of his subject. One teacher will emphasize the grammatical phase of a language,



another the ability to read the foreign tongue, another the art of translation, another the spoken language, still another the acquainting of the student with the literature of the people whose language he is studying, and so on almost indefinitely. Unquestionably the ideal course should do justice to all these values, but in practice it is necessary to sacrifice some of them in order to secure anything like satisfactory results.

Our department of Modern Languages aims to teach German and French primarily as cultural subjects. Our definition of a cultural subject is one that broadens the horizon of the student, opens to him a new field of vision and inspiration, and contributes to counteract the provincialism with which we are all hampered in spite of ourselves. The sympathetic understanding of a foreign people is from this point of view a distinct cultural asset. As the life of a people is always mirrored in its literature, and as no literature can be thoroughly understood and appreciated except in the original, we regard the language as the key to this sympathetic understanding. To secure this our first and most important aim, and with this always in view, we try to do as much justice as possible to conversation, grammar, and the other less important phases of language study.

H. W. CHURCH.



E. MARK WISDOM,
Department of Public Speaking.

The world wants men who can speak in public. The Lord said of Aaron: "I know he can speak well * * * he shall be thy spokesman unto the people". The man who can express himself well is always in demand. No matter what line of work one engages in after leaving college, he needs to be able to speak. Other things being equal, the man who can make the best showing before a group of hearers is the man who will receive the greatest recognition.

It is not by accident that men become good speakers. It is by hard work and consistent training. A man can no more speak well without training than he can perform any other skilled work without training. Recognizing these facts, the Department of Public Speaking believes that its work has an important place in the curriculum. It believes that its duty is to make those under its charge better able to use those powers of expression which nature has given them. Its aim is the building of character and the making of men and women.

E. MARK WISDOM.



HERMAN J. STEGEMAN.....Director of Athletics
GRANVILLE LOVEAssistant Librarian
JAMES H. C. SMITH.....Assistant in Chemistry
RUSSELL W. BROOKS.....Assistant in Chemistry
WALLACE DOUGHERTYAssistant in Biology
PHILIP McCUTCHEONAssistant in Biology
NELLE McKELVEYSecretary to President
ANNA McCORKLEAssistant in Mathematics
SAM HAMILTONSuperintendent of Buildings
MARY AGNES NESBITInstructor in China Painting
HAZEL STEWARTAssistant in Latin
VERA PAULInstructor Girls' Athletics, Assistant in Expression
FLORENCE DAVISONAssistant in Latin



BROOKS



STEGEMAN



MCCUTCHEON



STEWART



SMITH



DOUGHERTY



LOVE



NESBIT



M'KELVEY



PAUL



M'CORKLE



STEWART



HAMILTON



DAVIDSON



“Let me but do my work from day to day,
 In field or forest, at the desk or loom,
 In roaring market-place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
 ‘This is my work; my blessing, not my doom;
 Of all who live, I am the one by whom
This work can best be done in the right way’.”

“Then shall I see it not too great, nor small,
 To suit my spirit and to prove my powers;
 Then shall cheerful greet the laboring hours,
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best.”

FRESHMEN





Freshman Roll

Ady, Gertrude	Duke, Edna	Power, Ruth
Anderson, Harriet	Engdahl, Mildred	Prugh, Frances
Armsby, Margery	Ferguson, Ralph	Quinby, Margaret
Austin, Merrill	Ferguson, La Casse	Rhea, Alda
Barnes, Genevieve	Filer, Lawrence	Richards, Leona
Barnes, Helen	Findley, Margaret	Rickey, Floyd
Bell, Ellis	Gibson, Helen	Ritchie, Helen
Beveridge, Wiley	Graham, Charles	Rockey, Stewart
Bishop, Claire	Graham, Ray	Rumney, Ethel
Bishop, Ruth	Griffin, Frances	Schierbaum, Ethel
Black, Irene	Hamilton, Esther	Sherman, William
Boardman, Stanton	Haworth, Raymond	Spayd, Harwood
Bond, Roger	Henderson, Ruby	Spencer, Hazel
Boyd, Katherine	Hume, Robert	Spencer, Lois
Braucht, Gerald	Hussey, Charles	Stewart, George
Brown, Edith	Hunt, Lee	Story, George
Brown, Arthur	Irvine, Mildred	Stripe, Harry
Brown, Leila	Johnston, Edna	Teare, Dorothy
Bryce, Christena	Jones, Emmet	Thome, Robert
Bryson, David	Kettering, Dell	Thompson, Lee
Campbell, Helen	Lambertson, Nora	Turnbull, Anna
Canning, Clarence	Lawhead, Analeta	Twinam, Merle
Childs, Florence	Leighty, Malcom	Twinam, Veda
Comstock, Lucy	Livingston, David	Wallace, Elsie
Coddington, Leota	McCartney, Ray	Werner, Mable
Davis, Rowland	McCoy, Martha	White, Mildred
Davidson, Lilian	McElhinney, Glen	Wilkin, Wilson
Davison, Bruce	McGrew, Ruth	Wood, Burney
Denniston, Homer	McKelvey, Ernest	Woodruff, James
Dougherty, Clarence	Mercer, Mary	Work, Laura
Douglass, Annabel	Miller, Cornelius	Wright, Mabel
	Patterson, Anna Mary	



First Row—Graham, Boyd, Quinby, Rumney, Barnes, Spencer, Jones, Work, Denniston, Brown, Livingston, McGrew, Dougherty, Thompson.
 Second Row—Frugh, Teare, Brown, Campbell, Childs, Coddington, Leighty, Hamilton, Douglass, Davidson, Story, McCoy, Barnes, Ritchie, Wright.
 Third Row—Lamberton, Powers, White, Irvine, Tyrnbull, Henderson, Ady, Anderson, Mercer, Bryce, Duke, Twinnam, Bishop, Spencer.
 Fourth Row—Wallace, Bond, Ferguson, McCartney, Gibson, Griffin, Thome, Hume, Engdahl, Schierbaum, Twinnam, Spauld, Miller, Riekey.
 Back Row—Hunt, Bell, Austin, McKelvey, Boardman, Wilkin, Brauch.



Freshmen History

That life is a grave and complex problem is one of the things we Freshmen have discovered during our short stay in Monmouth. In such an institution serious questions arise which require experience and knowledge of a peculiar nature to decide aright. We believe that they are met no more copiously in any other place than in Monmouth College. Here the problems are divided into two parts; the Seniors assume the responsibility for nine tenths of them, and the Juniors do likewise. The Freshmen and the faculty represent the problems. Credit must be given the faculty for the skill (due to some years of practice) with which they maintain their position as the greatest problem to Monmouth students.

It is a traditional belief all the world over that Freshmen have been, are, and will be what you might call "uninformed". And we, the Class of '20, have heroically choked back our wisdom, and done foolish things against our better knowledge that the precedent left by the present upper classmen might be perpetuated. Even after eight months we are still considered a "problem", and humbly listen to some upper classman's plan to "get by" without study, when we are using a better one ourselves.

We believe it to be true that great people never speak of themselves, so we will only present a few facts, that you may see us as we see ourselves. Our altruism: Seeing that a number of students were not enjoying their stay in Monmouth we prepared a hamper of dainty viands, and, after placing it in an easily accessible place, had some of our numbers notify the discontented ones, that they could "swipe our eats". This they did, just as we had planned, and even to this day Mr. King and others too numerous to mention think they are bold, bad men and women.

Our athletic ability: We have scruples against bragging so we will just refer you to the football and basketball records in this book. And remember all this is beside what we intend to do if they ever turn us loose in Europe. If the opportunity is to be had we will make new track records for Monmouth College. In inter-class athletics we had a season to be proud of. Although handicapped by the mental contortions of the upper classmen we tied with the Juniors for the basketball title. This is practically all the opposition we have encountered.

Our literary activity: Most of the Freshmen are members of some literary society. In the contest between the two girls' societies, five contestants were Freshmen. At the least calculation one half of the class are capable readers and entertainers, public or private, and if this condition were present in any other class we would feel justified in remarking "rather extraordinary".

Our expectations: We expect disappointments. We have had so many successes, so many people have done so many things to make life in Monmouth so interesting, that it would be strange indeed if our "cup of joy" into which "showers of blessing" are constantly falling should not catch a tear or two.

We admit we excel in scholastic ability; a number were on the honor roll; others state that they could have been, but they scorn ostentation; and still others have been given special attention in their studies by Professor Shilling and his committee.

Is it any wonder we are glad to be here? We like the other students and are grateful for their help and friendship. We have come to love the campus and the memories that cluster about the place. And above all we are thankful for the inspiration which members of the faculty have given us; this we are just beginning to appreciate, and only years will bring us the full realization of what they have meant to us in our first year in Monmouth College.

RALPH H. FERGUSON.

ZADHOMORE





Sophomore Roll

Abraham, Richard	Henry, Merran	Orr, Harold
Ashenhurst, John	Hogue, Leland	Rankin, Marie
Bailey, Ewing	Holbrook, Harold	Raymond, Orville
Benson, Grace	Hunter, Howard	Reed, Howard
Brook, Zelpha	Killey, Leonard	Rodgers, Andrew
Brooks, Chester	King, Robert	Sawyer, Arthur
Brown, Leota	Law, Helen	Schrenk, Clara
Buchanan, Bruce	Leiper, Charles	Spencer, Blake
Butler, Harriet	Lilja, Ruth	Sprole, Faith
Cleland, Esther	Lyon, John	Stevenson, Anna Belle
Congleton, Stella	Lytle, Harriet	Thomson, Martha
Craig, Lyle	McConnell, Edna	Van Horn, Homer
Creswell, Ruth	McConnell, Ruth	Van Pelt, Belford
de Guibert, Evoli	McCornack, Margaret	Wallace, Clara
Dugan, Russell	McCrery, Katheryn	Westerfield, Pauline
Farquhar, Isabelle	McCullough, Grace	Wherry, Ronald
Fleming, Elsie	McKenzie, Henry	White, Eugene
Fowler, Dorothy	McCain, Anna	White, Caroline
Gabby, Joseph	McClay, Catherine	Whiteman, Louise
Gibson, Lawrence	Meloy, Sarah	Widger, Dorothy
Glenn, Ruth	Moore, Marguerite	Williamson, Hubert
Griffitts, Robert	Neilson, Lorrin	Willson, Leila
Guild, Marie	O'Leary, Thomas	Wilson, Harold
Hartley, May		Wise, Pauline



First Row—McCormack, Brook, Lytle, Orr, C. White, E. White, Meloy, Reed, Creswell, Bailey, McCullough, Van Pelt, Fleming, Gibson.
Second Row—Abraham, Wallace, McCain, Stevenson, Brook, Westerfield, Thompson, Fowler, French, Schrenk, Henry, Sprole, McCreary.
Third Row—Glenn, Spencer, Craig, Butler, Compton, Lilla, Moore, Rankin, Law.
Fourth Row—Whiteman, Ashenhurst, Johnston, Gabby, McKenzie, Buchanan, Grits, Williamson, Dugan, Brooks, Hunter, Leiper, Lyon, Van Horn.



Sophomore History

The history of the Class of '19 has been an eventful one from the time of our brilliant entry, when genius, in the guise of many Freshmen, crossed the threshold of Monmouth College.

While the other classes around us lived placid lives, we sought the moral equivalent of war which culminated on the twenty-second of February and bade fair to be the real thing.

Our athletes, orators, dramatists, and musicians have figured much in the life of Monmouth for the last two years, because they have the ability and pep which makes things go.

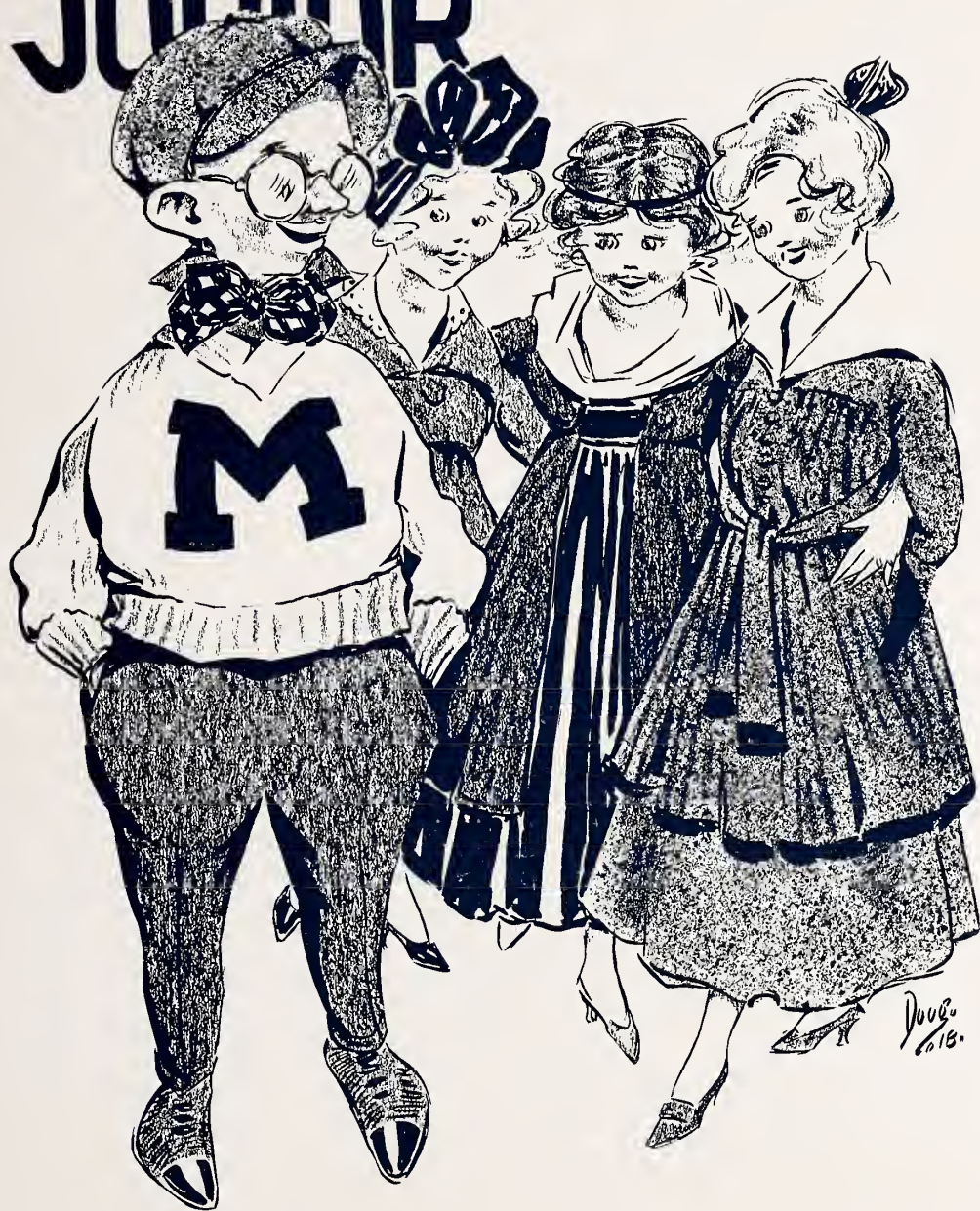
One of the Class of '19, Clara Shrenk, composed the music for a Sophomore song, which was sung at the big Booster Banquet. It so captivated the student body that they demanded that it be presented to the college, and with a revision of words it now lives as our college song.

“Here’s to our college
Our old M. C.
Here’s to our colors
Red and White.
Here’s to our college
With all her knowledge,
And may she ever stand
For right, Rah! Rah!
All hail to Monmouth,
All hail M. C.
And first in all
She’ll ever be.
We’re loyal always
To Monmouth College,
Our Alma Mater
Old M. C.

And now that war has come, this same spirit of loyalty and enthusiasm is having still greater chance for expression and we are sure that all those whose hearts are now loyal to the red and black will show themselves the noblest of citizens and the bravest of soldiers under the stars and stripes.

SARAH MELOY.

JUNIOR





Junior History

Silently and apparently raw and unprepared our Company of 1918, composed of one hundred and eighteen volunteers, entered the battle-field of Monmouth College in the Fall of 1914. The other companies, considering themselves sufficiently prepared and drilled to easily withstand such raw recruits, paid little attention to us. But they had not counted upon our patriotism, which for the past three years has been our strongest weapon. Divisions, traitors, civil strife and disloyalty have been unknown among our ranks, while our enemies have all had to combat them at some time during their active service.

In the first battle, some two weeks after our arrival, we started in a campaign which has never known defeat. At that time we succeeded in crowning the pole with our colors, the purple and gold. We have defended them there against many and varied attacks. We are proud of our heroes, always victorious on the track and basketball battle-fields. But they have not fought for our company alone. Ten belong to that legion of honor, the "M Club", for the glory which they have brought to our small kingdom of M. C.

Others have made themselves famous in the fields of music, oratory, debate, cartooning, military, and one has gone to the utmost parts of the earth. If future diplomats are to be taken from the ranks of the brilliant, the most of them will come from Company '18.

But our life has not consisted entirely of fighting. We have had social events in honor of victories and just for the joy of being together. Except for one small inconvenience of an hour or so at our first Annual Formal these events have been held in peace, though not in quiet. A year later we celebrated the break in our advance by a skirmish the results of which are still quite in evidence. It was at this point that our famous patriotism reached its height. But the most enjoyable of our many gatherings have been "back-to-nature" tramps, each of which holds a prominent place in the memories of the Company.

As we march to final victory it will be to the tune of our Company song:

"Come all ye loyal Juniors,
Here's a toast to our old class,
Heren's a toast to every warrior,
Here's a toast to every lass.
We're first in athletics
And we're first in class room, too,
So we're cheering, we're yelling
For our old class
1—9—1—8, 1—9—1—8, Rah! Rah!"

GAILENE FINLEY.



ADY, MERRILL

Percival, Iowa

"I hold it true, whate'er befall,
I feel it when I sorrow most;
'Tis better to have loved and lost
Than never to have loved at all."

ANDERSON, BERDINA

Camp Point

"Let nothing disturb thee;
Nothing affright the;
All things are passing;
God never changeth."

ANDERSON, BYFORD *Pawnee City, Nebr.*

"All the courses of my life do show
I am not in the roll of common men."





BERRY, ANNA

Clarinda, Iowa

"* * but thy words, with grace divine
Imbued, bring to their sweetness no satiety."

BARNETT, ROCKWELL

Monmouth

"Be mine a philosopher's life in the quiet
woodland ways,
Where if I cannot be gay let a passionless
peace be my lot."

CRAIG, ROBERTA

Canon City, Colo.

"Her hair was red,
Her motto steady,
Her mind both strong and ready."



CONN, VIOLA

Monmouth

"Oh! could'st thou but know
With what a deep devotedness of woe
I wep't thy absence, o'er and o'er again
Thinking of thee, still thee."

COBB, EUCLID

Monmouth

"Thy words had such a melting flow,
And spoke of truth so sweetly well,
They dropp'd like heaven's serenest snow,
And all was brightness where they fell."

CURRY, ESTHER

Stronghurst

"With equal mind what happens let us bear;
Nor joy nor grieve too much for things be-
yond our care."





DALTON, WARD

Monmouth

"His love sincere, his thoughts immaculate,
His heart as far from fraud as heaven from
earth."

DAYMUDE, MILDRED

Monmouth

"Blest with a taste exact, yet unconfined.
A knowledge both of books and humankind."

DOUGLASS, RALPH

Biggsville

"Think naught a trifle, though it small ap-
pear;
Small sands the mountain, moments make
the year;
And trifles life."



DOUGLASS, WILBUR

Biggsville

“How happy is he born and taught
That serveth not another’s will,
Whose armour is his honest thought,
And simple truth his utmost skill;”

DOUGHERTY, WALLACE

Monmouth

“That man is blest
Who does his best,
And—leaves the rest,
Then do not worry.”

DYER, DWIGHT

Indianola, Iowa

“All wit and fancy, like a diamond,
The more exact and curious ’tis ground,
Is forced for every carat to abate
As much in value as it wants in weight.”





FRENCH, JOHN

Monmouth

"He was in logic a great critic,
Profoundly skilled in analytic;
He could distinguish and divide
A hair 'twixt south and southwest side."

FINLEY, GAILENE

Santa Ana, Calif.

"A full rich nature, free to trust,
Thoughtful and most sternly just,
Impulsive, earnest, prompt to act,
And make her generous thought a fact."

GABBY, WILL

Monmouth

"They that do change old love for new,
Pray gods they change for worse."



GETTEMY, JAMES

Monmouth

"Come Sleep, O Sleep, the certain knot of
peace,
The baiting place of wit, the balm of woe,
The poor man's wealth, the prisoner's re-
lease,
Th' indifferent judge between high and low."

GROVE, VADA

Monmouth

"Die when you will, you need not wear
At heaven's court a form more fair
Than Beauty here on earth has given;
Keep but the lovely looks we see—
The voice we hear and you will be
An angel ready-made for heaven!"

GHORMLEY, CHAS. *North Yakima, Wash.*

"Yet he who reigns within himself, and rules
Passions, desires, and fears, is more a king."





GILLIS, BRUCE

Garnett, Kans.

"The best speculation the market holds forth
To any enlightened lover of pelf,
Is to buy Gillis up at the price he is worth,
And sell him at that he puts on himself."

GLASS, MARTHA

Monmouth

"The silence of pure innocence
Persuades, when speaking fails."

GRATTIDGE, CHAS.

Clarion, Iowa

"Pleasure has been the business of my life,
And every change of fortune easy to me,
Because I still was easy to myself."



HAWCOCK, EMORY

Monmouth

"Well I know him
Of easy temper, naturally good,
And faithful to his word."

HENRY, LELAND

Shannon City, Iowa

"First on thy friend deliberate with thyself;
Pause, ponder, sift; not eager in the choice,
Nor jealous of the choosen; fixing, fix;
Judge before friendship, then confide till
death."

HILL, BENJAMIN

Kirkwood

"I do not envy Aristotle's wit,
Nor aught aspire to Ceasar's bleeding fame;
Nor aught do care though some above me sit;
Nor hope nor wish another course to fame."





HOOVER, BRYCE

Berwick

"And when a lady's in the case,
You know all other things give place."

HUEY, HELEN

Monmouth

"Smooth runs the water where the brook is
deep."

HOTTLE, BUFFORD

Seaton

"Let the world glide, let the world go:
A fig for a care, a fig for a woe!
If I can't pay, why, I can owe,
And death makes equal the high and low."



KERR, ARTHUR . *Philadelphia, Pa.*

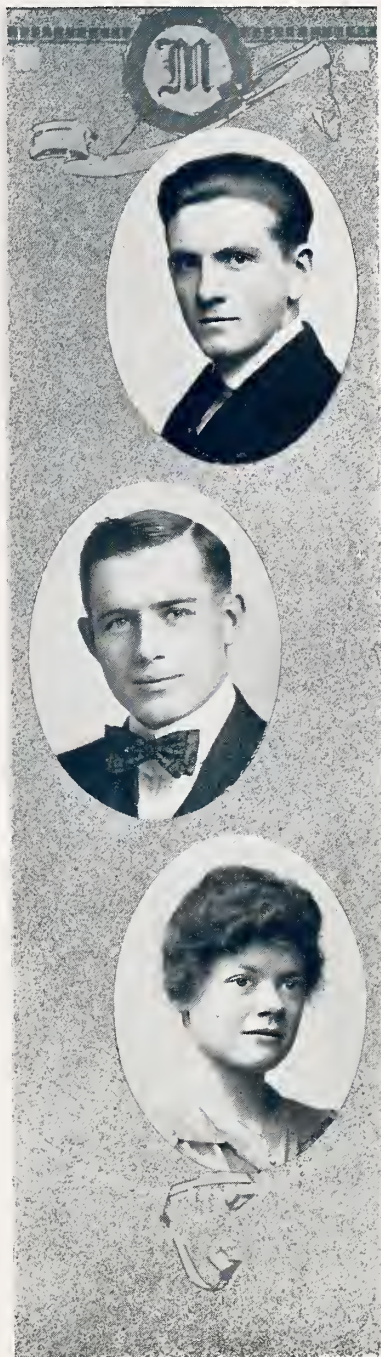
"But I am constant as the northern star,
Of whose true-fix'd and resting quality,
There is no fellow in the firmament."

KILPATRICK, WILLIS *San Diego, Calif.*

"Through thick and thin, both over bank
and bush,
In hope Her to attain by hook or crook."

LAW, WILDA *Monmouth*

"I wonder much what thou and I
Did till we loved."





LAW, HORTENSE

Frederick, Okla.

"It would talk—
Lord! how it talked."

LOWRY, REBA

Detroit, Mich.

"She's stately like a youthful ash
And she's twa sparkling, glancing e'en."

MARSHALL, FRANCES

Monmouth

"True is that whilome the good poet say'd,
The gentle mind by gentle deeds is knowne."



MARSHALL, VERA

Monmouth

"I have no other but a woman's reason;
I think him so, because I think him so."

MONTGOMERY, HARVEY

Ewing, Nebr.

"The man whose silent day
In harmless joys are spent,
Whom hopes cannot delude
Nor sorrow discontent."

MEGCHELSON, FLORENCE

Keokuk, Iowa

"'Tis loving and serving
The highest and best;
'Tis onwards! unswerving—
And that is true best."





MUNFORD, MARTHA *College Springs, Ia.*

"Grace was in all her steps, heaven in her
eye,
In every gesture dignity and love."

MCCAIN, EVELYN

Lenox, Iowa

"Oh grant me heaven, a middle state,
Neither too humble nor too great;
More than enough for nature's ends,
With something left to treat my friends."

MCDOWELL, MARIAN

Chicago

"Ask me no more where those stars' light
That downwards fall in the dead of night,
For in your eyes they sit, and there
Fixed become as in their sphere."



McCLELLAN, MARY

Benson, Minn.

"My mind to me a kingdom is;
Such present joys therein I find,
That it excels all other bliss
That earth affords or grows by kind."

McCoy, EARL

Monmouth

"My wants are few;
I have all I can handle now."

PATTERSON, GLADYS

Monmouth

"She does nothing in particular and does it
very well."





PARR, CHARLES

Monmouth

"Possession means to sit astride of the world,
Instead of having it sit astride of you."

PHELPS, SAMUEL

Monmouth

"I have
Immortal longings in me."

QUINBY, IVORY

Monmouth

"Know all the good that individuals find,
Or God and nature meant to mere mankind,
Reason's whole pleasure, all the joys of
sense,
Lie in three words,—health, peace and com-
petence."



RALSTON, CLARENCE *Belle Center, Ohio*

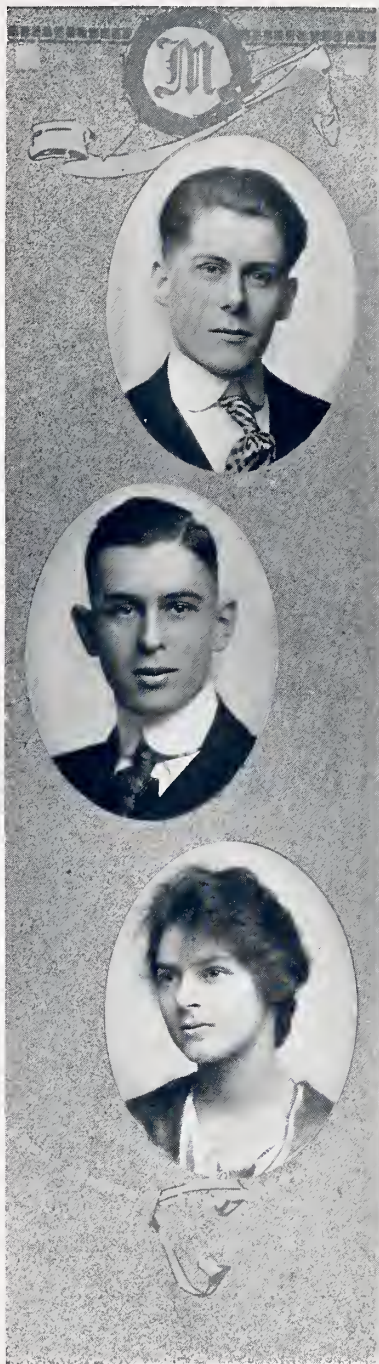
"Ah, well! for us all some sweet hope lies
Deeply buried from human eyes."

ROSS, HAROLD *Washington, Iowa*

"Self-love, my liege, is not so vile a sin
As self-neglecting."

SETTLE, GLADYS *Monmouth*

"She was fair
As the wild flowers, and innocent
As youth before its charm is spent."





SUNDA, FRED

Orchard, Nebr.

"Virtuous and vicious every man must be,
Few in the extreme, but all in the degree;
The rogue and fool by fits is fair and wise,
And ev'n the best, by fits what they despise."

SMILEY, HELEN

Sparta

"A kindly deed
Is a little seed
That groweth all unseen
And lo, when none
Do look thereon
Anew it springeth green."

TINGLEY, LOYAL

Vermont

"Satire's my weapon, but I'm too discrete
To run amuck, and tilt at all I meet."



WALLACE, NANCY

Washburn

"Now what could artless Nancy do?
She had nae will to say him na:
At length she blushed a sweet consent,
And love was aye between them twa."

WATT, MARY

Alexis

"Thou lackest not Friendship's spellword, nor
The half-unconscious power to draw
All hearts to thine by love's sweet law."

WINGET, ISABELLE

Chicago

"Whence is thy learning? Hath thy toil
O'er books consumed the midnight oil?"





WILSON, CECIL *Morning Sun, Iowa*

"And the devil did grin, for his darling sin
Is pride that apes humility."

WILSON, ROBERT *Ben Avon, Pa.*

"Man in society is like a flower
Blown in its native bed; 'tis there alone
His faculties expanded in full bloom
Shine out; there only reach their proper use."

WRAY, REX *Monmouth*

"But still his tongue ran on, the less
Of weight it bore, with greater ease."

SENIOR





Senior History

This is being written at the time that affairs in the country are very unsettled and as Seniors we cannot but be affected by national events. We are soon to take our place in the world as fellow workers with the thousands of college men and women that have preceeded us. We are ready, willing, and even anxious to get into action, and yet with the present state of national conditions we hesitate to act. Not because we are afraid of work; for I believe that we can with honesty, yet with modesty, say that we as a class are diligent workers; but we hesitate because we do not know how we can best serve our country. The classes of the past have brought honor to the college by their achievements, and we will endeavor to follow their example. Our wish is to make our college; our President and our Faculty feel that the worried hours that they have spent in our behalf have not been effort misspent. To carry out this design must take careful thought, and that is what we are giving in the closing hours of our college life. It is our hope that by careful thought we may best find that place where we may best serve; and by efficiently serving bring renown to our Alma Mater.

Our days spent here have been pleasant and profitable, and we are grateful to all those who have been in any way instrumental in making them so. As to the future, you may rest assured that we have very rosy dreams for the Monmouth College of the future. They include an enlarged curriculum, new buildings, and an endowment that will enable Monmouth to keep up with the constantly advancing standards of the educational world.

JOHN S. BALDRIDGE.



BALDRIDGE, JOHN S., A. B.

Des Moines, Iowa

English

W. D. H. S., '13; Eccritean, Eccritean
Freshman Dec. Contest; Editor 1917 Rav-
elings; Glee Club; Junior Play.

"In solitude

What happiness? who can enjoy alone,
Or, all enjoying, what contentment find?"

BLATT, MARY KATHERINE, A. B.

Ellwood, Illinois

German

Joliet H. S. '12; German Club.

"And yet believe me, good as well as ill,
Woman's at best a contradiction still."

BRITTON, CLARENCE M., B. S.

Viola, Illinois

Chemistry

V. H. S. '13; Eccritean, Tau Kappa
Alpha, Doty Oration Contest '14; Oracle
Staff '14, '15; Ravelings Staff '16; Junior
Class Play; James Nevin Debate '15-16-17;
Individual Prize '17; Eccritean Debater '17;
Intercollegiate Debater '16, '17; Tennis '15;
Track '16; Basketball '17; Class Orator;
Student Body President.

"Early to bed and early to rise,
And you miss the best part of the day."





BROOKS, RUSSELL W., A. B.

Stronghurst, Illinois

Chemistry

S. H. S., Philo; Philo Pres.; Pres. College Band '14; Assistant in Chemistry '16-17.

"Good thoughts his only friends,
His wealth a well spent age,
The earth his sober inn
And quiet pilgrimage."

BRUSH, BESSIE F., A. B.

Alexis, Illinois

History

Lawrence, Kans. H. S. '13; Cooper College '13-14; German Club; Y. W. Secretary '16; Aletheorean Pres. '17; Lecture Course Committee '17; Ravelings Staff '16. "Heroic virtue does her actions guide; And she the substance, not the appearance chooses."

BUCHANAN, HOWARD, B. S.

Monmouth, Illinois

Chemistry

M. H. S.; Eccritean.

"Free and to none accountable, preferring
Hard liberty before the easy yoke
Of servile pomp."



CLARK, GERTRUDE I., A. B.

Ottawa, Kansas

Biology

O. H. S. '13; Ottawa U. '13-14; A. B. L.; Pres. Contest Committee.

"I meet the changes time and chance present,
With modest dignity and calm content."

DAVISON, FLORENCE, A. B.

Wooster, Ohio

Latin

Bluffton, Ind., H. S. '10; Muskingum College; Aletheorean; Pres. '17; Editor of Girls' Number of the Oracle; German Club.
"Distrust mankind; with your own heart confer;

And dread ever to find a flatterer."

ECKLEY, ISAL B., A. B.

Monmouth

Latin

M. H. S. '13; A. B. L.; Cap and Gown Committee; Asst. Editor Ravelings.

"I tell you my disposition, I am wholly addicted to rarities,
Things that are new take me."





FERGUSON, PAUL E., A. B.

Xenia, Ohio

English

X. H. S.; Antioch College '13-14-15;
Philo; Philo Pres.; Y. M. Cabinet '16-17.

"Then, by that happy, blissful day,
More peaceful pilgrims I shall see
That have cast off their rags of clay,
And walk apparelled fresh like me."

GLASS, EDITH, A. B.

Monmouth

Latin

M. H. S.; Aletheorean; Town and Gown
Banquet Committee; Senior Class Play Com-
mittee; Maid of Honor 1916 May Party.

"All who joy would win
Must share it—happiness was born a twin."

GLASS, EDNA, A. B.

Monmouth

French

M. H. S.; Aletheorean; Aleth. Diploma
Pres.; Y. W. Cabinet.

"There was a soft and pensive grace
A cast of thought upon her face."

GRAHAM, M. RUTH, A. B.

Monmouth

History

M. H. S. '12; A. B. L. Diploma Pres.;
Y. W. Cabinet '14; Junior Class Play;
Patriotic Essay Contest; Girls' Glee Club;
Glee Club Reader.

"Beware
Of entrance to a quarrel; but being in
Bear't that the opposed my be beware of
thee."

HAYS, ERNEST L., A. B.

Monmouth

Chemistry

M. H. S. '13; Eccritean Pres.; Philo-
Eccrit. Joint Committee '16-17; D. M. Ure
Library Prize '15; D. A. Wallace Library
Prize '16; Assistant in Chemistry '14-17;
Business Manager Junior Class Play; Edi-
tor in Chief of Oracle '16-17.

"Here sits our friend, the editor
Whose word no man relies on,
Who never said a foolish thing,
Nor ever did a wise one."

HUEY, GRACE D., A. B.

Monmouth

Latin

Central H. S., St. Louis, Mo.; Aletheor-
ean; Girls' Glee Club '16; Geneva Club '17.
"He voice was ever soft,
Gentle and low; an excellent thing in
woman".





HUNTER, ELIZABETH A., A. B.

Maysville, Kentucky

English

M. H. S.; Kentucky College, Danville, Kentucky; A. B. L.

"Where could they find another formed so fit

To poise—a sprightly wit."

JAMESON, EMILY, A. B.

Chicago, Illinois

Latin

Hanover H. S. '12; Junior Library Prize '16-17; Geneva Club; Lecture Course Committee; A. B. L. Pres. '17.

"When he is here,
I sigh with pleasure,
When he is gone,
I sigh with grief."

JEFFREY, ESTELLE M., A. B.

Vinton, Iowa

English

V. H. S. '11; A. B. L. Diploma Pres.; Ass't Editor of Ravelings '15; Junior Play '15; Maid of Honor 1915 May Party; Senior Class Pres. '17.

"Genteel in personage, conduct and equipage;

Noble by heritage, generous and free."



KELLEY, D. J., A. B.

Newton, Iowa

English

N. H. S. '08.

"I can no longer seek
To overlook the truth, that where would be
A monstrous spectacle upon the earth,
Beneath the pleasant sun, among the trees;
—A being knowing not what love is."

KELLY, HAROLD B., A. B.

Albia, Iowa

Sociology

A. H. S. '11; Football '13-14-15-16;
Track '14-15-16; Baseball '14-16.

"In all they humours, whether grave or mel-
low,
Thou'rt such a touchy, testy pleasant fellow,
Has so much wit and mirth and spleen about
thee,
There's no living with thee nor without thee."

KING, E. N., A. B.

St. Louis, Mo.

English

Monmouth H. S. '13; Eccritean; Base-
ball '14-15-17.

"But give me a sly flirtation
By the light of a chandelier—
With music to play in the pauses,
And no one very near."





KISSICK, MAX G., B. S.

Albia, Iowa

History

A. H. S. '08; Philo; Business Manager
1917 Ravelings; Pres. State Oratorical Assn.
Athletic Board.

"Man dwells apart, though not alone,
He walks among his peers unread;
The best of thoughts which he hath known,
For lack of listeners are not said."

LANDGRAF, THEODORE R., B. S.

Marissa, Illinois

Mathematics

M. T. H. S.

" * * for none I know
Second to me or like, equal much less."

LOVE, JAMES G., A. B.

Ainsworth, Iowa

Chemistry

A. H. S. '13; Philo Pres. '17; Treas.
'15-16; Joint Committee '15-16; German
Club; Y. M. Cabinet '16-17; Asst. Librarian
'16-17.

"Silence is the perfectest herald of joy:
I were but little happy, if I could say how
much."



McCAW, ERNEST N., A. B.

Aledo, Illinois

History

V. H. S. '12; Eccritean; Eccrit. De-
claimer '15; Winner Freshman Dec. Contest
'14; Peanut Banquet Toastmaster '16; Ec-
crit Essayist '17; James-Nevin Debate '17;
Junior Class Play; Pres. Forensic League;
Eccrit. Pres.; Gospel Team '16-17.

"The riches of the Commonwealth
Are free strong minds, and hearts of health."

McCLEARY, GAIL N., B. S.

Bellefontaine, Ohio

Chemistry

B. H. S. '12; Football '13-14-15-16;
Baseball '16; Manager Junior Class Play.

"Who'er excels in what we prize,
Appears a hero in our eyes."

McCUTCHAN, PHILIP, B. S.

Alexis, Illinois

Biology

M. H. S. '13; Eccritean; Asst. in Biol-
ogy; Junior Class Treas.; Eccrit. Diploma
Pres.; Track '15, '16.

"Oft times nothing profits more
Than self-esteem, grounded on just and right,
Well managed."





McLAUGHLIN, DONALD, A. B.

Washington, Iowa

English

W. H. S. '13; Eccritean; College Orchestra '14, '15; Baseball '14-15-16-17; Captain '16.

"Come, let us go while we are in our prime
And take the harmless folly of the time."

MARSH, ETHEL, B. S.

Monmouth

Biology

M. H. S. '09; Sophomore Pres. '15; Aletheorean.

"Speaking or mute, all comeliness and grace
Attends thee, and each word, each motion
forms."

MELOY, LUCILE A. B.

Hoopeston, Illinois

English

H. H. S. '12; A. B. L. Pres.; Joint Committee; Y. W. Cabinet; Asst. Manager of May Party; Vice Pres. Student Body.

"Men call you fayre, and you doe credit it,
For that your selfe ye daily such doe see:
But the trew fayre, that is the gentle wit
And virtuous mind, is much more praysed of
me."



MOFFET, VICTOR L., A. B.

Monmouth

English

Drury Academy '13; Eccritean; German Club; Athletic Board '16-17; Basketball '16, '17.

"Shall a woman's virtues move
Me to perish for her love?
Or her well deserving known
Make me quite forget mine own?"

PATTERSON, GAIL L., A. B.

Monmouth

Latin

M. H. S. '13; A. B. L.; Girls' Basketball '16, '17; Capt. '17; College Orchestra.

"Why should not we women act alone?
Or whence have men so necessary grown?"

RICHEY, ESTHER E., A. B.

Stronghurst, Illinois

Mathematics

Monmouth H. S. '13; Aletheorean Pres. '17; Oracle Staff '14; Y. W. Cabinet '15-16-17; Vice Pres. '16-17; Senior Pin Committee; Junior Class Play.

"My heart is wax to be moulded as he
pleases,
But as enduring as marble to retain."





ROSS EVA VIOLA, A. B.

Monmouth

English

M. H. S. '13; A. B. L. Treas. '15-16;
Ravelings Staff.

"I do not doubt his love, but I could wish
His presence might confirm it."

SMITH, JAMES H. C., A. B.

Topeka, Kansas

Chemistry

Monmouth H. S. '13; Philo Diploma
Pres.; Y. M. Cabinet '14-15-16; Asst. in
Chemistry '16-17; Ravelings Staff.

"Perhaps my semblance might deceive the
truth,
That I to manhood am arrived so near."

SPENCER, ELIZABETH, A. B.

Robinson, Illinois

Mathematics

R. T. H. S. '11; A. B. L.

"Take the Sunday with you through all the
week,
And sweeten with it all the other days."



SPENCER, KATHERINE E., A. B.

Robinson, Illinois

English

R. T. H. S. '11; A. B. L.; Volunteer Band.

"No life
Can be pure in its purpose and strong in its
strife,
And all life not be purer and stronger there-
by."

SPICER, THOMAS A., A. B.

Monmouth

Chemistry

M. H. S. '13; Manager of the Oracle;
Junior Class Play.

"He is so full of pleasant anecdote;
So rich, so gay, so poignant is his wit."

STEWART, HAZEL, A. B.

Washington, Iowa

Latin

W. H. S. '12; A. B. L.; Asst. Editor
of the Oracle.

"I know what study is; it is to toil
Hard through the hours of the sad midnight
watch."





WHITE, ELIZABETH, A. B.

Coulterville, Illinois

English

Sparta H. S. '12; Aletheorean; Geneva
Delegate '15.

"Thou of an independent mind,
With soul resolved, with soul resigned,
Prepared power's proudest frown to brave."

WHITEMAN, DEAN, A. B.

Biggsville, Illinois

History

B. H. S. '10; Glee Club '17; Eccritean.

"Life is a jest and all things show it;
I thought so once, but now I know it."

WILKIN, ALBERT, A. B.

Cartter, Illinois

Mathematics

Tarkio Prep. Dept. '11; Tarkio College
'11-13; Illinois U. '14-15; Philo Pres.

"I was not born
Informed and fearless from the first, but
shrank
From aught which marked me out apart from
men."



WORK, LIDA J., A. B.

Fort Morgan, Colo. Modern Language

Ft. M. H. S. '11; Y. W. Cabinet '15-16; Junior Class Pres. '16; Aletheorean; Joint Committee '14, '15; Society Editor Ravelings '17; German Club; Cap and Gown Committee.

"The thing that goes the farthest
Towards making life worth while
That cost the least and does the most
Is just a pleasant smile."

YOUNG, JEAN, A. B.

Traer, Iowa

Latin

T. H. S. '11; A. B. L.; Y. W. Cabinet '15-16; Y. W. Pres. '16-17; German Club Pres. '16-17; Ravelings Staff; May Party Manager; Guard of Honor; Girls' Glee Club.

"Her presence lends its warmth and health
To all who come before it;
If woman lost us Eden, such
As she alone restore it."

BEARD, HOWARD, VOICE

Howard Beard is the possessor of a beautiful baritone voice which is rich in quality and tone. The development of his voice has been a source of interest to his many hearers.





BROWN, GERTRUDE, VOICE

Miss Gertrude Brown is well known in Monmouth music circles, and through her pleasant personality and sweet voice she quickly wins the favor of her audience.

FRENCH, MILDRED, PIANO

Miss Mildred French, both in aesthetic style and musical ability, has at all times attracted favorable comment. Her graduating recital was not only a credit to herself, but to her Alma Mater as well.

HUEY, HELEN, PIANO

Miss Helen Huey has an individual style and manner which at once impresses an audience in a favorable way. She has shown marked progress in her work and her recital proved to be an artistic one.



KETTERING, DORA H., VIOLIN

The Violin Department cannot boast of many graduates, but in this year's single representative, Dora Hughes Kettering, is found a creditable and finished exponent of the Conservatory and of the Violin Department.

MARTIN, GRACE, VOICE

Miss Grace Martin with her mezzo soprano voice has pleased many Monmouth audiences. Not only her charming voice, but her willing service in all the activities of musical interest is greatly appreciated.

THOME, MARY, PIANO

Miss Mary Thome, who hails from the Keystone state, plays in a convincing manner. The musical atmosphere which at all times pervades her work causes the tribute of silence and concentrated attention to offer itself as a reward for inborn and cultivated talent.





“Let me but live my life from year to year,
 With forward face and unreluctant soul;
 Not hurrying to, nor turning from, the goal;
Nor mourning for the things that disappear
In the dim past, nor holding back in fear
 From what the future veils; but with a whole
 And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.

“So let the way wind up the hill or down,
 O’er rough or smooth, the journey will be joy:
 Still seeking what I sought when but a boy,
New friendship, high adventure, and a crown,
My heart will keep the courage of the quest,
And hope the road’s last turn will be the best.”

ATHLETICS



Doop
13



1916 BASEBALL TEAM



Baseball Review

The year 1916 will go down in the annals of baseball history as one of the poorest of Monmouth College. During the season, nine games were played and out of these, only two were won and one of these was a forfeited game, which the Red and White had safely tucked away, before the trouble arose which caused the forfeiture.

Lack of hitting power may be assigned as the principal cause for the failure, although the loss of some of the games may be directly traced to poor fielding. Out of eleven men who took part in the nine games Van Pelt was the only one to amass a swatting average of over 300. Capt. McLaughlin and Landgraf, who had been stellar strikers the year before, were not in usual form.

The pitching for the most part was good and had the team been able to drive in a few runs the result of the season's games would have been different. Orr twirled two or three fine games which were lost through no fault of his. He had a dandy ball, but was handicapped by lack of experience. McMichael divided the pitching honors with Orr, and was good on picking the weakness of batters.

Among the unusual features of the season were the fourteen inning game with William and Vashti at Aledo and the forfeited game with Lombard, at Galesburg. Another interesting game was with Lake Forest at Lake Forest, when the Foresters bagged a game in which they were out-hit three to one. The winning of this game gave the Little Five title to the North Shore school.

The students did not take as much interest in the game as in former years and Coach Smith could hardly get enough men out for two teams for practice during the season.

Scores

Monmouth	5	Lombard	7
Monmouth	5	William and Vashti.....	4
Monmouth	1	Armour	5
Monmouth	7	Lombard (forfeited)	4
Monmouth	0	Armour	4
Monmouth	1	Lake Forest	2
Monmouth	7	Knox	10
Monmouth	2	William and Vashti.....	5
Monmouth	2	Knox	3



1916 TRACK TEAM

McCutchan	Jenson	Grattidge	Ghormley	Coach	Ghormley	Gabby	Douglass
Hill	Turnbull		Britton		Kelly		Reed



RELAY TEAM

McCutchan
Hill

Reed
Gabby



220 Hurdles



Two Mile

LITTLE



440 Yard Run



High Hurdles

FIVE



220 Yard Dash



Mile Run



19



ILLINOIS

WESTERN



16



Track Review

During the spring of 1916, Monmouth athletes were victorious in all their track meets except the dual meet with Knox, which was decided by a very small margin. The crowning triumph of the season was the winning of the Little Five Conference championship for the second time in succession.

Early in the season, two relay teams were sent to the Drake relay games which were held in Des Moines. While neither of the teams was returned a winner, the showing made by the Monmouth men was above the ordinary. The two mile team, composed of Reed, Douglass, Newcomb and Gabby, placed fourth in that event.

The next meet of importance was a triangular meet in which William and Vashti and Augustana were the other contestants, and which was won easily by the Red and White athletes. A handicap meet with the Burlington High School team also resulted in an easy victory for Monmouth. The most exciting meet of all was the Little Five meet at Galesburg. Knox led until the final event, when by taking first and second places in the broad jump, Monmouth nosed out her old rival.

Captain Kelly, Ghormley, Gabby, Turnbull and Grattidge were the leading point winners of the team, but Ghormley is deserving of special mention because of his work in the Conference meet. He was easily the star of the meet with a total of sixteen points. No records were broken by members of the team, but the honors were won by a well balanced and well trained team of more than ordinary ability.

Much of the credit of the fine showing of the team is due Harry K. Ghormley, who has coached the team to victory for two years. "Bill", as he was familiarly known, devoted his time exclusively to the work of developing a winning team and his efforts were amply rewarded.



Track and Field Records

50 Yard Dash—0:05 2-5; Norwood, 1906.
100 Yard Dash—0:10; Kelly, 1915.
220 Yard Dash—0:22 4-5; Norwood, 1905.
440 Yard Run—0:53 3-5; Gordon, 1908.
880 Yard Run—2:02 2-5; Gabby, 1915.
1 Mile Run—4:45; Hartsock, 1910.
120 Yard Hurdles—0:16 3-5; Chormley, 1915.
220 Yard Hurdles—0:26 1-5; Smith, 1907; Chormley, 1915.
High Jump—5 ft. 11 1-2 in.; Nixon, 1906.
Broad Jump—21 ft. 5 1-2 in.; McClanahan, 1908.
Pole Vault—11 ft. 1-2 in.; Smith, 1908.
Shot Put—39 ft. 5 in.; Picken, 1906.
Hammer Throw—123 ft. 4 in.; Picken, 1907.
Discus Throw—110 ft. 7 in.; Picken, 1907.
2 Mile Run—10:44; Beckett, 1914.

Little Five Track and Field Records

100 Yard Dash—Martin, Beloit; Kelly, Monmouth; 0:10, 1913, 1915.
220 Yard Dash—Martin, Beloit; 0:22 2-5; 1911.
440 Yard Dash—Yates, Knox; 0:51 3-5; 1911.
880 Yard Run—Yates, Knox; 2:02; 1911.
One Mile Run—A. Dunsmore, Lake Forest; 4:39; 1913.
Two Mile Run—Jansen, Lake Forest; 10:28; 1915.
120 Yard Hurdles—Miller, Knox; 0:15 4-5; 1911.
220 Yard Hurdles—Miller, Knox; 0:25; 1911.
Pole Vault—Bucheit, Lake Forest; 11 ft. 1-2 in.; 1914.
High Jump—Barr, Armour; 5 ft. 8 in.; 1913.
Running Broad Jump—Katzinger, Armour; 21 ft. 7 in.; 1913.
Shot Put—Spears, Knox; 42 ft. 1 in.; 1913.
Discus Throw—Pratt, Beloit; 123 ft. 4 in.; 1916.
Hammer Throw—Berry, Lake Forest; 143 ft. 5 in.; 1915.
One Mile Relay—Knox; 3:34; 1911.



Fourth Annual Interscholastic

The fourth Annual Western Illinois Track and Field proved a big success in every feature. The day was ideal and over 170 athletes participated, representing 17 different High Schools, and all previous records were broken with four exceptions. The meet was run off in fine shape under the direction of coach Ghormley, with the help of the "M" men. Kewanee again won the meet and also the relay. L. Sniff, of Princeville was the individual star. The results of the meet follow:

One mile run—Dice, Kewanee; Juelg, Peoria; Axline, Lewistown; Time, 4 minutes, 40 seconds. New record.

50 yard dash—Sniff, Princeville; McGrew, Lewistown; Benson, Monmouth. Time, 5 4-5 seconds.

220 yard hurdles—McKelvie, Alexis; Struthers, Monmouth; Schaible, Bushnell. Time 27 4-5 seconds. New record.

440 yard run—Benson, Monmouth; Euard, Kewanee; Sinsner, Peoria. Time 53 3-5 seconds. New record.

100 yard dash—Sniff, Princeville; Bradford, Aledo; Arnett, Lewistown. Time, 10 second flat. New record.

880 yard run—Dice, Kewanee; Holliday, Monmouth; Juelg, Peoria. Time, 2 minutes, 4 4-5 seconds. New record.

220 yard dash—Sniff, Princeville; Bradford, Aledo; Lindrothe, Galesburg. Time, 23 seconds flat. New record.

Half mile relay—Won by Kewanee, (Fuglsang, P. Anderson, Euard, R. Anderson); Aledo; Winfield. Time 1:37 3-5.

Pole Vault—Steffey, Stronghurst; Sutherland, Gilson; Wiley, Galesburg and Lawrence, Monmouth. Height, 10 ft. 3 1-2 in.

Shot put—Fuglsang, Kewanee; Sherman, Gilson; Sutherland, Gilson. Distance, 44 ft. 7 in. New record.

High Jump—Sutherland, Gilson; Smith Kirkwood and Kennedy, Kirkwood; tied for second. Height 5 ft. 6 1-4 inches.

Discus throw—Euard, Kewanee; Sherman, Gilson; Sutherland, Gilson. Distance, 112 ft. 6 inches. New record.

Running broad jump—Suard, Galesburg; Bradford, Aledo; Sniff, Princeville. Distance, 21 ft. New record.



Our Coach

The purpose of this page is to bear witness of the esteem in which we have come to hold Coach Stegeman. The process may be similar to that employed by the eulogist who began by remarking the superfluous character of such a talk about such a well known man. The only cause for diffidence in this effort, however, is due to natural limitation, not lack of subject matter.

Most of you are already familiar with his prowess in all branches of sport. No remarks here might augment that. But this tribute is to be of a different sort. First, to Mr. Stegeman as a coach. He is thoroughly competent in his knowledge and its application; he demands obedience, and receives it. He trains his men to win through whole-souled, united effort; clean sport is his motto. So much for his profession; a glance at the material available and the teams which have been developed from it speaks for itself.

My chief theme, though, is our coach as a man. He is one of the most genuine men I have ever met. With no trace of self-consciousness, he always acts in a way which forms a good influence. He commands and receives respect. Men would achieve the impossible for him more readily than for any other coach whom I know. They will strive for his respect. When he is with the boys he is the most irrepressible of them all, yet in some marvelous fashion never diminishes his dignity in the least. Again, he is possessed of a natural and pleasing social side, being that sort of an individual who has been termed the "life of a party". Some evidence as to how he is regarded in his alma mater reassured our own approximation of his worth.

We have been gratified by the facility with which he has worked into the life of the college and community. His figure is familiar on the campus, and he can call nearly all of us by name. The faculty of forming acquaintance is another upon which it would be possible to comment. This simply summarizes a few observations, and may indicate the validity of purpose. We may, moreover, thank Mr. Stegeman for the addition of a second helpful personality to our little college world.



1916 FOOTBALL SQUAD



Football Review

The football championship of the Little Five Conference was declared a tie between Monmouth and Knox Colleges. The final game for the championship resulted in a tie, 7 to 7. Both teams had previously defeated Lake Forest College, Knox winning by a score of 7 to 0, and Monmouth winning 17 to 3.

The squad that reported at the opening of the season was much smaller than previous squads at Monmouth. Only at times were there enough men available for two teams, making good scrimmages rare. Many of the men were inexperienced, nine of the fifteen letter men winning the emblem for the first time. The inexperience of the men showed most in the first real test, the Coe game, when Coe defeated Monmouth by a score of 25 to 3. The two earlier games were won easily, Iowa Wesleyan being defeated 19 to 0, and Penn College beaten 35 to 7. After the Coe game the offensive strength of the team improved with every game. Northwestern College, a team that defeated Knox and Lake Forest decisively, was defeated by a score of 21 to 13. The Lombard game followed, Monmouth winning mainly because her offensive strength was greater than Lombard's. Both sides were equally weak on defense, as the score, 35 to 21, shows. The following week the team played probably the best game of the season, winning at Lake Forest. William and Vashti College was the next opponent. In a poor game Monmouth was defeated by making two fumbles, both of which were recovered by the opponents for touchdowns. The Thanksgiving Day game with Knox was a game that brought out the best in both teams. Knox scored early on a recovered fumble, running 60 yards for their touchdown. Monmouth later made a well earned touchdown, a 45 yard run by Capt. Raymond ending the scoring.

Capt. Raymond and Reed were the heavy scorers of the year, with Wray not far behind. Raymond was valuable not only as a consistent gainer, but he did all the passing for the team. He was also accurate in kicking field goals. Reed's open field running improved with season, and an injury kept him from doing much better work. The team lacked a punter, Haworth being the only man who could average 35 yards. The defensive strength of the team lay in three linemen, Braucht, Ghormley and McCleary. McCleary, a four year man, and Captain-elect Ghormley were the only experienced men in the line, but Braucht was the sensation of the season, outplaying two and sometimes three Knox men in the final game. He was probably the best center in the Conference and State. McCleary is the only man lost by graduation.

Monmouth scored 136 points against 90 scored by her opponents. Eight



games were played, five of them won, two lost, and one tied. The second team won their only game by beating the Knox Seconds 20 to 10.

With eleven emblem men expected to return to college next fall, and with Captain-elect Ghormley as leader, Monmouth students are hoping for another successful season next year.

Schedule and Scores, 1916

Sept. 28, Monmouth 19—Iowa Wesleyan 0.
Oct. 7, Monmouth 35—Penn College 7.
Oct. 14, Monmouth 3—Coe College 25.
Oct. 28, Monmouth 21—Northwestern College 13.
Nov. 3, Monmouth 35—Lombard College 21.
Nov. 10, Monmouth 17—Lake Forest College 3.
Nov. 17, Monmouth 0—William and Vashti College 14.
Nov. 28, Monmouth 7—Knox College 7.

Schedule For 1917

Sept. 29—Penn College at Monmouth.
Oct. 6—Parsons College at Monmouth.
Oct. 13—Drake University at Des Moines.
Oct. 20—Coe College at Cedar Rapids.
Oct. 27—Northwestern College at Naperville.
Nov. 3—Lombard College at Monmouth.
Nov. 10—Lake Forest College at Monmouth.
Nov. 17—Illinois College at Monmouth.
Nov. 29—Knox College at Galesburg.

Our Boys

McCLEARY

McCleary played his last year of college football in the Knox game on Thanksgiving Day. He has played a consistent game for four years, and Monmouth students will miss Mac's work in the future. Few gains of any length were made through him, and his offensive play was as good. He starred in the Coe, Lake Forest and Knox games.

GHORMLEY

In McCleary and Captain-elect Ghormley Monmouth had two tackles as good as any State college could boast of. Ghormley has "football sense" on defense, and is always



dangerous on his tackle around plays. He should make a capable leader for next year's team, and can be depended upon to take care of his side of the line.

RAYMOND

Captain Raymond scored the highest number of points for the team. He played a consistent game, and was equally strong on open and old fashioned football. He was an accurate passer, and did all the passing for the team. His defensive work against forward passes was very good, in one game blocking three consecutive passes of over 35 yards.

REED

Bill Reed at right half was a good running mate for Raymond. His open field running won one game, and improved with the season. He should make a valuable man for next year. Reed's tackling was good, as was his work against passes. An injury before the Lake Forest game slowed him up for the rest of the season, but his game was consistent nevertheless.

WRAY

Quarterback Wray ran the team well. He is very fast for a small man and runs well in the open field. His handling and returning of punts were good, the latter gaining many yards. Rex has another year of competition, and should be better next year.

PARR

"Chick" Parr won his letter playing at guard. He was one of the hardest workers on the team, and showed much improvement during the season. His defensive work was consistent, and he plays a hard game. Another year should make him a hard man for opposing teams to handle.

GILLIS

Gillis played at guard and tackle. He is a hard, conscientious worker and a hard tackler. His year's experience should stand him in good stead for next fall. He is large and strong, and can develop into a good lineman.

ADY

Left end Ady was handicapped by lack of weight, being out-weighted by nearly all the men he opposed. He played a nery game, and became adept at handling forward passes. He scored on passes twice. This was his first year of football, and he should improve as a result of the experience.

BROOK

Fullback Brook joined the squad late, played in three games, and was out for the rest of the season on account of an injury. Though young at the game, he played a hard, smashing offensive game. His inexperience showed in his defensive work, but another year of experience should make him a fullback strong on defense as well as offense.

WILSON

Bob Wilson played at end and half. Though very light he carried the ball well, and developed a deceptive dodge. He is slow, but his athletic work of the past year should speed him up enough to make him a strong contender for end or halfback positions next fall.

RODGERS

Andy Rodgers played at guard in enough games to win his first football letter. He has



M'CLEARY



MAYWORTH



GMORMLEY



REED



RAYMOND



GRAHAM



WOAY



ADY



BROOK



BRAUGHT



WILSON



PARR



FERGUSON



RODGERS



ROCKEY



GILLIS



the strength to make a strong bid for a line position next fall. Andy is a hard hitter, and can fight. With his year of experience he should develop into a dependable lineman on the next team.

BRAUCHT

"Fat" Braucht was the main stay of the center line. He can be depended upon to make accurate passes, and to open up holes for the backs. On defense he was a tower of strength to the team, stopping play after play with hard tackles. He is a hard man to handle, and plays well against the open game. Fat had the "pepper" in the game, and filled the center position ably.

GRAHAM

Right end Graham played in all the games. His strength was in offensive work. He handles passes well, and with more work and experience should develop into a consistent scorer. Last fall was his first year on the eleven. He also played at guard.

HAWORTH

"Shockey" Haworth played at fullback and end. He is a big man, and punts well. His punting in the Coe game was exceptional. He was out of three games with injuries but played hard football in all the other games. Haworth has left college and will be missed in the fall.

FURGUSON

"Furgie" played at guard and tackle in most of the games. He is a big man, and fast, and with more experience should make a strong lineman. Last year was his first taste of football, but he is learning the game well. He was the most conscientious worker on the squad, and with three more years to play he is likely to be heard from again.



NORTHWESTERN GAME



1917 BASKETBALL TEAM

Quinby
Britton
Van Pelt

Stegeman

Moffet
Graham
Wray



Basketball Review

The Basketball schedule of the 1916-17 team was composed of 20 games. Seventeen were played against Illinois and Iowa Colleges. Of these 17 games Monmouth won 10. The Conference title goes to Lake Forest, which team defeated Monmouth, Knox and Armour twice each. Monmouth won two games from Armour and broke even with Knox, tying for second place with Knox.

A Christmas trip was again taken, three games were played. Monmouth was defeated by the Illinois Athletic Club, (National A. A. U. Champions), the University of Chicago, and Northwestern University. The score of the latter game was 28 to 26.

Only two letter men were back in school, Captain Moffet and Van Pelt. Four men on the squad made their letter for the first time. The last half of the season was played with six men on the squad. Graham, a Freshman, and a forward, was placed at center. In spite of playing out of his position he led the team in scoring. Britton, a guard, was placed at forward with Van Pelt. Van Pelt was second in number of points made. Wray, forward, played in nearly all the games. Capt. Moffet and Captain-elect Quinby proved to be a pair of reliable guards. Van Pelt and Quinby were out of several games as a result of a grippe epidemic. It was late in the season before the team started going, though early in the season Knox and Armour were defeated decisively. A mid-season slump caused two defeats, one at the hands of Knox, and the other at the hands of Iowa Wesleyan. The latter team was defeated on their own floor later in the season. The team won six out of the last seven games.

The squad loses two men by graduation, Moffet and Britton being the only Seniors on the team. The stellar work of Moffet will be missed next year, as it was the captain's good guarding that held the score down in many cases. Britton played the hardest game of any of the men, and his shoes will be hard to fill.



Interclass Tournament

The Interclass Basketball Tournament was not carried to any decisive culmination this year. Six games were played, the Juniors and Freshmen each winning two, while the Seniors and Sophomores each took one. The Seniors won from the Juniors in the first game by two points, while the Freshmen demonstrated their superiority to the Sophomores. The second day resulted in victory for the Sophomores and Juniors over Seniors and Freshmen respectively, the first being by a point margin. The tournament ended with the decisive defeat of the Seniors and Sophomores by the Freshmen and Juniors.



CHAMPIONS FOR THREE YEARS

Although there might be some argument by strong-headed parties, reason would award the championship to the Junior team for the third consecutive year. While the season was not unmarred by defeat, and another team stood even in percentage, possession is nine points of the law, and no other team has been able to supplant us. Moreover we defeated two teams, each of which were superior to the one which defeated us, and one of these was the one which tied in the percentage. The personnel of the Junior team was, Wray and Wilson, forwards; Ady, center; Cobb, Parr and Quinby, guards. Wray was the heavy scorer but every man on the team was a contributor.



Page One Hundred Two



IN MEMORIAM
SEPTEMBER TWENTY-THIRD
NINETEEN HUNDRED AND SEVENTEEN
THE POLE SCRAP
"Sic semper mutabilis est vita."

LITERARY





FERGUSON



DYER



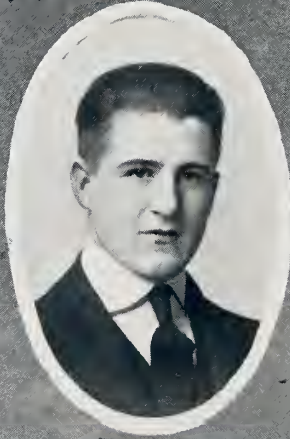
WILLIAMSON



VAN DELT



DOUGLASS



BRITTON



FRENCH



CRAIG



The Debating Season

As usual our debating teams upheld Monmouth's forensic traditions. The affirmative team met Illinois College on the home platform and defeated them by a two to one decision of the judges. The negative team successfully invaded Augustana College, securing a unanimous decision over them. This gives Monmouth the championship of the triangular four successive years.

The question debated was "Resolved: That the United States should intervene in Mexico to establish a stable government." The debate this year was clean cut and the issues clearly defined. Our opponents are to be commended for their fair, intelligent interpretation of the question. There was no side-stepping, no clouding the issues, no begging the question. On both sides the question was debated on the vital issues.

THE AFFIRMATIVE TEAM

The Affirmative team consisted of three inexperienced men: Hubert S. Williamson, Ralph H. Ferguson and Dwight Dyer. Notwithstanding the fact that each of the men was doing his first debating this year, the team worked together like a machine and was equally effective in offensive and defensive work.

WILLIAMSON

The man who fired the first gun for the home team was Hubert Williamson. We could hardly have secured a better man for the opening speaker. He gave a history and analysis of the question, and stated the issues clearly and forcefully. Williamson's physical qualifications are in his favor. He stands six feet six and is well proportioned. His voice is strong and has splendid carrying power. He combines with this a discriminating analytical mind. Williamson is a sophomore and should make us a strong debater in future years.

FERGUSON

The pivotal speaker was Ralph Ferguson. Ferguson is only a freshman and shows signs of becoming one of Monmouth's strongest debaters. A pleasing stage presence and sympathetic delivery went to make him a valuable cog in the affirmative machine. His gentlemanly, courteous attitude toward his opponents won the favor of the audience and judges. He is not through developing yet, and the training of the future should make him a valuable man in Monmouth forensics.



DYER

Limited space does not permit us to say all that we would like to say of the splendid work of Dwight Dyer. The words "little giant" characterize him the best of any. Of aggressive, belligerent temperament, with a keen, ready wit, with a natural, fiery delivery, he made the best man we could have chosen to sum up the case for the affirmative. His best work was in rebuttal. Much depends upon the closing rebuttal speech, and when he was through with his opponents there was no doubt in the minds of the audience that the decision would go to Monmouth. Dyer is a Junior and should be a strong debater next year.

THE NEGATIVE TEAM

Clarence Britton, Lyle Craig and John French made up the team which defeated Augustana unanimously. This trio had a case which hung together like the parts of a well constructed house. At no time during the debate were they in danger from the onslaughts of their opponents. With two veterans and one former high school star, the team was well balanced and effective.

BRITTON

We shall be sorry to lose Clarence Britton from Monmouth forensics. He has been a valuable debater and was especially good as an opening speaker for the negative. He possesses a manly bearing, a pleasing stage presence, and a fine, polished delivery. He was forceful in his arguments, yet courteous and gentlemanly toward his opponents. His speaking impressed his hearers as a finished, artistic piece of work.

CRAIG

Lyle Craig, a sophomore and new to Monmouth debating teams, worked with his veteran team mates like an old seasoned debater. He occupied the pivotal position on the team and was master of the situation both in constructive work and in rebuttal. His splendid speaking was the result of hard work and preparation. We may congratulate ourselves that he will be available for two years more.

FRENCH

John French, the captain of the negative team, more than upheld his past reputation as a debater. He summed up the case and made the closing appeal to the judges. A thorough knowledge of the subject, an earnest belief that his side was in the right, coupled with a frank, honest personality made him invaluable to his team. He was equally good at thrust and parry. He had the ability to see what was argument and what was not, and refuted only those points which were vital and relevant. French has by no means reached the limit of his possibilities. He should be even better next year.

Judging from the results of the debating season this year and those of the past few years, it is evident that Monmouth is on the oratorical map to stay. With five veterans next year she should have the strongest debating teams she has ever produced.



First Affirmative Speech

HUBERT WILLIAMSON

In discussing Mexican intervention it is well to remember that intervention when justifiable has been the policy of all first class powers of the world. As Lawrence says, history teems with instances of it. England has intervened in Egypt, Abyssinia, and countless other places. France intervened in Tunis, Morocco, Algiers, and the protection of her citizens and their property has caused her to intervene in many other instances. In 1898 the United States intervened in Cuba on humanitarian grounds and to protect American lives and property. In 1904 we intervened in Venezuela to defend the Monroe Doctrine. We intervened in Panama and Haiti, and because of internal disorders we are today intervening in San Domingo. In the history of our country we have intervened fifteen distinct times. So the Affirmative in supporting intervention simply mean the application of the recognized policy of the United States and the rest of the world to the affairs of Mexico to establish a stable government.

Furthermore, the question of applying this policy to Mexico has vexed the minds of statesmen for years, notably during the administrations of Buchanan, Lincoln, and Taft. And the fundamental question in all of these cases has not been whether it would be possible for a country of ninety or a hundred million to successfully intervene in one of fifteen million, but the issues have always been: First, What is the true extent of the unstable conditions existing in Mexico? Second, Is there any reasonable possibility of the Mexicans themselves establishing a stable government? Third, If there is no such possibility should such a government be established by the intervention of the United States? In view of these issues we of the Affirmative contend that the United States should intervene in Mexico to establish a stable government, because: First, The unstable conditions existing in Mexico are appalling. Second, In all human probability the Mexicans themselves will be unable to establish a stable government. Third, The United States is the only logical force to perform the task of intervention.

As first speaker for the Affirmative it will be my purpose to show you the true nature of the unstable conditions existing in Mexico. In the first place the unstable conditions have caused great suffering among thousands of Mexico's innocent civilians. One of the most potent forces for instability is the unrestrained activities of bandits and outlaws. Because of the utter disregard of property rights on the part of these lawless Mexicans, Mexican railroads particularly suffered. Between the fall of 1914 and June 1916 two hundred and eighty-five railroad bridges were destroyed by such forces on the Mexican Central alone. In speaking of the condition of this road President Randolph says: "It would take four million dollars to repair the damage done and the present prospects for business do not justify it." Mexico's railroads five years ago did an annual business of sixty-one million dollars and travel in Mexico was comparatively safe. Last year, because of the activities of bandits, the total receipts of all the railroads in Mexico was less than two million and travel by rail has become practically impossible. The Northwestern Railroad which connects many of Mexico's richest mine and oil fields with their source of supply has virtually suspended all operations. Obviously, with these railroads disabled, all mining operations and many business concerns dependant upon them have been forced to shut down, throwing thousands out of work so that there has sprung up in Mexico a large army of unemployed, and it is among this middle class, young women in business, clerks, salaried people in general, that conditions are most pitiful. In speaking of these conditions the American Red Cross Association says many deaths are occurring daily from starvation and the condition of the country on the whole is a pitiful one economically and industrially.



These hundreds of thousands of destitute non-combatants have been left easy prey to diseases of all kinds. The awful typhus which claimed such a large number of victims last year is again sweeping the country. In Mexico City alone over one hundred cases are being reported daily, and the United States authorities have been forced to take precautionary measures all along our border similar to those recently taken at El Paso to prevent the spread of the disease into this country. Is it any wonder that, with conditions such as these many of Mexico's best citizens have fled to temporary homes in our bordering states; that three thousand refugees accompanied Pershing's column out of Mexico; or that Carranza himself will not trust his wife or his money in Mexico, for his wife is today living in San Antonio and his money is in United States Banks.

Although this appalling degree of instability has wrought havoc among the Mexicans themselves we might be disposed to be lenient with them but for the fact that is the second place such conditions have inflicted serious damage upon American interests. Secretary Lansing says: "For years the lives of Americans and other aliens have been sacrificed; vast properties built up by American capital and enterprise have been destroyed or rendered non-productive." Two years ago Aguilar himself, present Secretary of Foreign Affairs for Mexico, headed a band of marauders who held up two American mine owners for ten thousand dollars. On the tenth of January, 1916, eighteen Americans on their way to the Cusi mines were waylaid by Mexicans, stripped of their clothing and shot in cold blood, in what has since been known as the Santa Isabel massacre. We could cite a score of such instances, but as President Wilson says, "It would be tedious indeed to recount instance after instance, outrage after outrage, atrocity after atrocity to illustrate the true nature and extent of the wide-spread condition of lawlessness and violence which prevails in Mexico." Serious as have been the losses of our citizens within Mexico, that which makes the case of a graver nature is the fact that Mexicans have crossed our border and destroyed the lives and property of our citizens upon our own soil. The repeated affrays at Naco, Arid., resulted in the death of fifty-seven Americans, including the United States collector of customs, American soldiers, and American women. American garrisons have been attacked. American soldiers killed and their equipment stolen, American ranches raided and properties destroyed. The raids on Columbus, Red House Ferry, Progreso Post Office, Brownsville, Glen Springs, and the Corner Ranch are typical examples. Up to date three hundred twenty-seven Americans whose names we know have been killed by Mexicans.

Now the serious phase of this wanton destruction of American life from the standpoint of the sovereignty of the United States is the fact that in the third place Carranza has repeatedly and wilfully refused to protect American interests. Our citizens have a perfect right to demand protection from Carranza for the de facto government is sworn to protect American lives and homes. Now the gentlemen of the opposition may argue that these crimes have not been committed by representatives of the government. But when the perpetrators of the Santa Isabel massacre are permitted to go unpunished; when Villa and his bandits, after plundering and burning Columbus, New Mexico are permitted to pass within sight of the Carranza garrison stationed at Casas Grandes unmolested; when bandits are permitted to cross our border from territory in which Carranza contends he has complete control, and attack our garrison at Brownsville; and when in all these other cases perpetrators of crimes against Americans have gone unpunished; then we do contend that the crime is of as serious a nature as though committed by representatives of the de facto government. And yet, much as the present conditions justify outside interference, we might still favor leniency, but for the additional fact that Mexico's entire history has been a ceaseless repetition of the conditions of the present. As far back as 1858 the Mexican government had become so unstable as to prompt President Buchanan to speak of her as "a wreck upon the ocean, drifting about as she is impelled by different factions." A few years later Lincoln said, "For several years



the condition of Mexico has been so unsettled as to raise the question on both sides of the Atlantic whether the time has not come when some foreign power in the interests of society generally ought to intervene." Although Lincoln withstood all pressure for intervention, wisely insisting that the Mexicans should be given more time to correct their evils themselves, if he could see the results of sixty years we believe he would now say the Mexicans need something more than time to enable them to stabilize their government. Under Taft's administration conditions became so bad that the President was not only forced to protest vigorously, but was forced to call on American troops in an attempt to safeguard American lives and property. Thus we see that the appalling conditions of instability exist in Mexico today and have occurred over and over throughout the past seventy-five years of history and do not temporarily prevail but are of a chronic nature. Under the present administration we have exhausted every means at our disposal except intervention to stabilize the Mexican government, and have met with little co-operation and no success.

If it was right for us to intervene in Cuba where conditions were never so bad as they are in Mexico today, thereby involving ourselves in a war with a European power, why are we not justified in intervening in half civilized Mexico? We ask the gentlemen, do they think it was right for us to intervene in Cuba. If they do we challenge them to show us how it could have been right for us to intervene in Cuba and now wrong for us to intervene in Mexico.

In conclusion, Honorable Judges, we have seen in the first place that the appalling degree of instability existing in Mexico has wrought havoc among the Mexicans themselves, in the second place that these conditions have inflicted serious damage upon American interests not only in Mexico but upon our own soil, in the third place that Carranza has repeatedly and willfully refused to protect American interests, in the fourth place that these conditions do not temporarily prevail, but are of a chronic nature. Finally we have seen how similar conditions were remedied by United States' intervention in Cuba. In view of these considerations, we of the Affirmative contend that the United States is amply justified in intervening in Mexico to remedy the present appalling conditions of instability.

Second Affirmative Speech

RALPH FERGUSON

My colleague has shown the true nature of conditions in Mexico. I will show that in all human probability the Mexicans themselves are incapable of establishing a stable government, because, first, the character of the Mexican people precludes regeneration; second, the history of Mexico proves her incapable of self-government; third, there is no hope of a stable government from the present situation.

First, The character of Mexican citizenship presents a natural barrier to the advance of self-government. Her population is divided into three classes, one million of pure Spanish descent, two million half-breeds, and thirteen million native Mexican Indians. Among these Indians are one hundred thirty-three different tribes speaking fifty-seven distinct languages. Because of their vast majority it is these illiterate tribal Indians to whom we must look as the controlling power in Mexico. R. J. McHugh, the noted English historian, in a book edited in 1914 says: "The Indians herd together like beasts in a stable, more than half the Mexican children are illegitimate, and to the child of seven or eight life from beginning to end has no mysteries." "It is the exception," he says, "for a Mexican boy to reach the age of fourteen without being schooled in immorality and vice by some Mexican woman." Honor-



able Judges, this is the only people to whom the Negative can look for the regeneration of Mexico. Schooled in immorality from infancy; honor, responsibility, and vitality lost to vice in youth; and in manhood abandoning themselves utterly to greed, passion, and general depravity, it is evident that the Literary Digest has cause for the statement, "Self-government is not native to the Mexican." The United States has proclaimed the obviously impossible assumption that thirteen million peons, shiftless, ignorant, and immoral though they were, could establish and maintain a stable form of government.

The illiteracy of the Mexican people unfits them for self-government. Winthrop Talbot in the North American Review says, "The first requisite for government by representation is literacy." Mexico has long been a republic, yet the majority of her citizens, because of their ignorance, have never cast a vote nor controlled property. Census statistics show that Mexico is eighty per cent illiterate. Now if illiteracy is a barrier to democracy, and it is; if Mexico is eighty per cent illiterate, and she is; if because of the lack of educational facilities she cannot become literate, and she cannot,—then Mexico will continue to be illiterate, and being illiterate she will be unable to govern herself.

Second, the history of Mexico proves her incapable of self-government. The only way by which we may judge Mexico's ability to govern herself in the future is by the way she has governed herself in the past. Keeping this in mind, let us examine the history of Mexico. We find it to be a story of continuous revolutions, criminal in their lack of cause and the futility of their consequences. The Encyclopedia Britannica says, "Since Mexico achieved her independence in 1821 until the present there has never been a day in Mexico without revolutionists." From 1821 until 1917 Mexico has had forty men at the head of her government, twenty-eight of whom have met violent death at the hands of their successors, ten were forcibly deposed, and only two of the entire forty were permitted to serve the term for which they were elected. Mexico holds the world's record for revolutions. For ninety-five years she has been plundered ruthlessly by successive revolutionary leaders; ninety-five years of continuous turmoil has brought her to this, the zenith of all her disorders, and if we may judge her future by her past, Mexico without aid will not be able to establish and maintain a stable form of government.

In stating that Mexico has never had a stable form of government we do not except the thirty years autocratic, military domination of Diaz. In a republic such as Mexico, a stable form of government is one in which the people through their representatives are able to establish peace and provide justice to her citizens. And furthermore that government, if it be stable, must be able to perpetuate itself. Lincoln was removed from office at a critical time, yet because the United States had a stable government there was no disorder. Diaz was removed from office and Mexico was immediately plunged into a "reign of terror" from which she will never be able to extricate herself. Therefore, a government resting entirely on the military power of one man is not stable, and Mexico in all her ninety-five years of history has never had a stable government.

Third, there is no hope of a stable government from the present situation, for the fighting factions have no common cause, and the present government has not the power to stabilize Mexico.

The Mexicans are fighting not for principles, but for plunder; they are governed not by laws, but by men. If there were a definite principle involved with a force on either side fighting for what they believed to be right, we might look for a permanent victory for one side or the other. Or had they been fighting for a redress of specific wrongs as the peasants in England fought, Mexico would long ago have established a stable government. If the Mexicans were inspired by the democratic ideals that immortalized the French Revolu-



tion we could see light ahead for Mexico. If this in Mexico were a social and religious rebellion as Cromwell led, we might conscientiously look for ultimate peace. "But in Mexico today," Senator Charles Scott of Kansas says, "there are sixteen different factions fighting for the control of Mexico to deliver her from her oppressors." Five of these factions are strong enough to be dangerous, and with Lopez, Diaz, Zappata, Carranza, and Villa flying at each other's throats in patriotic zeal the inference is plain that the natural inclination to fight and the love of plunder is their only incentive. We challenge the Negative to show you a legitimate cause for civil war in Mexico at the present time!

The present government has not the power to stabilize Mexico. Eighteen months ago two bandit leaders, Carranza and Villa, were fighting for control of Mexico with apparently no difference in their aims nor their manner of gaining them. Carranza won, and the United States recognized as de facto president of Mexico a man who the day before had been a common bandit just as Villa, Zappata, Huerta, and Madero were. That recognition made Carranza President of Mexico, with the ability and prejudices of a bandit leader. For proof look at the results of his eighteen months' control of Mexico. The de facto government refused to accept for taxes money of its own printing. Is that the act of a stable government? The editor of the *World's Work* says, "One dollar of our money guaranteed by the stable government of the United States will purchase two hundred dollars guaranteed by the Carranzan government." Just last week the head of the mathematics department of this college received a dollar bill for alumni dues from W. W. Blake in Mexico City which he stated cost him two hundred forty dollars, Carranzan currency. In Mexico City it takes ten dollars of Carranzan money to ride on a street car. Honorable Judges, we are of the opinion that a government in control of so rich a country as Mexico which allows its own currency to so depreciate, and which refuses to accept its own "promises to pay" as legal tender, is in need of stabilizing.

If Carranza has the support of the Mexican people, why, may we ask, has he not suppressed Villa, Zappata, and other bandits who are preying on Mexico? Zappata controls the entire state of Morelos within sight of Mexico City, and an editorial in the *Literary Digest* says, "His soldiers have created strife within three blocks of the executive mansion." Villa is occupying northern Mexico, claiming he drove Pershing from the country and thereby gaining the support of many of the Mexicans. Almost daily he is committing depredations. On March ninth he captured the capital city of the state of Durango; on March twelfth he looted a train and killed forty-three Carranzan soldiers. On Feb. fifteenth he attacked the Corner Ranch and killed three Americans; on March fifteenth it was reported to the authorities at Washington that he killed three American mine owners when he took Magistral. On March thirteenth he took Parall, and is today besieging the Carranzan forces under General Maguira in Chihuahua. "Villa's forces are growing daily", the *Saturday Evening Post* says. Once before he attacked Chihuahua with a force of five hundred men, lost sixty in battle, and departed with over two thousand, the difference being the number who deserted to his ranks from the Carranzan garrison. After his successful attack on Durango, March ninth, nearly three thousand Carranzan troops deserted to him. Thus he is gaining in his forces, and observe, Honorable Judges, these are not the dates of a year or even a month ago, but within the last two weeks. The *Post* says, "Villa is the Mexican national hero; whoever fights Villa now fights the very spirit of Mexico; that strife ridden country does not have force enough to contend successfully against him, only death or the United States army can accomplish that feat." We ask the Negative what disposal they intend to make of Villa, Zappata, and the other bandit leaders; For eighteen months Carranza has governed Mexico; today, according to the *World's Work* and the *Review of Reviews* of this month, Villa controls more territory and has more men than he ever had. On March sixteenth General Obregon, Carranza's one capable general, deserted him. Villa



must be captured before Mexico can have peace. If Carranza could not do it with a good general, how can he do it without one?

Honorable Judges, my colleague has proved that conditions in Mexico demand reformation. I have proved that the Mexicans, because of the mixed character of the people, because of their illiteracy, and because of their immorality are incapable of self-government, as shown by their ninety-five years of chronic instability which has reached its height at the present time. And as the following Affirmative speaker will show you it is incumbent upon the United States to perform that task for her. Therefore, we maintain that the United States should intervene in Mexico to establish a stable government.

Third Affirmative Speech

DWIGHT DYER

My colleagues have already shown you first, that conditions in Mexico are appalling, second, that there is no reasonable probability of the Mexicans themselves establishing a stable government, and as third speaker for the Affirmative it now becomes my province to prove to you that it is up to the United States to stabilize existing conditions.

I believe, therefore, that the United States should intervene; in the first place because we owe it to the Mexicans. Now we may talk as we please about Mexico's hopeful condition, but the facts remain that her sixteen plundering factions have rendered her unable to secure a loan from foreign powers. Carranzan currency has depreciated so that it now costs ten dollars to ride on an ordinary street car. Her business enterprises and her educational institutions are at a standstill. Before Carranza ejected it, the Red Cross Society was feeding twenty-six thousand families, daily, right in Mexico City alone. He provided no substitute. Government is a lost art, and already hundreds of foreigners, most of them Americans, have been murdered in cold blood, and over two hundred thousand Mexican lives have been sacrificed in this half civilized free-for-all.

If this does not constitute an appeal in the name of civilization and humanity then what does? We send millions of dollars to the relief of Armenia and Belgium. Our blood boils at the outrage of Turk and German, but starvation and the dreaded typhus were in Mexico before they were in either of these countries. On December 30, 1916, the Chicago Tribune editorially declared that there have been more proved cases of rape and murder in Mexico than there have been reported atrocities in Belgium, while Senator Fall of New Mexico says, "The Armenian hardships and horrors do not compare with those existing in Mexico today under the beneficent government of Carranza." In 1898 we declared war on Spain because our national sympathy went out to oppressed Cuba. If then our altruism called for the use of our forces and finances for the assistance of these other countries, are we not just as much impelled to clean up our own back yard where conditions are even worse?

We have it in our power to convert these appalling conditions into a state of peace and prosperity to which the Mexican is entitled, but which he is unable to enjoy. And as Mexico's powerful neighbor and as sponsor for civilization in the western hemisphere I maintain that under heaven we are responsible for Mexico's regeneration. But the keystone of all regeneration is the establishment of a stable government which will enable the work of sanitation, education, and reconstruction to go on unhampered. And since we have shown you that Mexico herself is incapable of establishing this stable government, it therefore becomes our duty to intervene and establish it for her.



But if the spirit of altruism does not appeal to us, I maintain that we should intervene in the second place because we owe it to ourselves. There are fifty thousand Americans in Mexico struggling to pursue their legitimate occupations under existing treaty rights. Two billion dollars of American money is invested in Mexico. Mexico has failed to make good her treaty guarantees and we have watchfully waited. As a result the respected "Americano" has become the despised "Gringo". Millions of dollars worth of American property have been destroyed, and Congress has already appropriated over one hundred thousand dollars to the relief of American refugees. Six months ago Colonel Roosevelt was willing to come before the American people with the statement that he already had the names of three hundred and twenty-seven Americans murdered in Mexico. And the American people know as well as I do that this number has been faithfully added to ever since. Representative Wood of Indiana, declared on the floor of the House of Representatives that nearly one thousand lives had been taken by Mexicans.

But the outstanding disgrace of it all is that in not one single instance has reparation been exacted for these murdered lives. When in the history of our own or any other self-respecting nation have such outrages been allowed to go unpunished? Why in the last fifteen years we ourselves have intervened in ten different countries to avenge the death of an American citizen. Why, then, can Mexico destroy our lives and property on such a large scale with impunity? If we owed the protection of our army and navy to our citizens in these other countries, by what right do we deny it in Mexico? We stand for the universal protection of our citizens. But protection can never be brought about in Mexico until there is a stable government established able to guarantee it. This is our justification for intervention.

But we might be justified and still not feel impelled. But listen! Mexico is a fertile field for foreign intrigues against us. To prove this I need only call attention to the Zimmerman note; the fact that returned Ambassador Gerard has long advised and is today urging intervention on these very grounds; that a faction in Mexico stronger than Carranza and headed by Obregon is today considering Germany's proposals; that von Papen and Boy-ed are in Mexico, today, organizing troops against us in case of war with Germany. What Germany is doing can be done by any other foreign power, and while this condition obtains Mexico will continue to be our exposed flank and our diplomatic handicap. By intervention all this can be forestalled, and I maintain that when intervention is justified for the protection of our own lives and property, and when at the same time it will contribute to our national safety then failure to intervene is criminal negligence on the one hand and rank folly on the other.

But if duty is not a sufficient motive for intervention, then I must advance a third, and that is that we must intervene. By our own Monroe Doctrine we forbid foreign interference in American affairs. We even preclude temporary occupation of territory. Under this doctrine we kept Britain out of Venezuela, we drove Maximilian out of Mexico, and according to Albert Bushnell Hart for three years prior to the opening of the great war the United States fended off the European powers by giving them to understand that the reconstruction of America was an American problem. By our own declaration, therefore, we have assumed responsibility for Mexican behavior.

The paramount question is, Will European Powers hold us to this responsibility? Let me call your attention to the following facts. At the time of the murder of Benton, the German official press declared that if Benton had been a German, Germany would not have acquiesced for one moment with American dalliance. Lord Haldane says, "England expects the United States to accept her responsibility for ensuring good government in Mexico." Three fourths of the taxable property of Mexico is owned by foreigners other than American.



Ever since the time of Huerta, Mexico's entire import duties have been pledged to the payment of her government debts, eighty-five per cent of which are held by Europeans. This simply means that for the last three years Mexico has been bankrupt and her chief creditors are in Europe. Just before the opening of the war the French colony of four thousand in Mexico petitioned France to make the United States protect foreign lives and property in that country. And inasmuch as Frenchmen outside of these residents had one billion dollars invested in Mexican enterprises is it any wonder that *Le Temps*, the official organ of the French Republic in its issue of Oct. 12, 1916 declared that at the end of the war France would demand full reparation from the United States for the loss of French lives and French property in Mexico. If France collects damages will other nations allow their claims to go unpaid? The very moment that we forbid foreign powers to intervene in Mexico and settle their own troubles we thereby stand sponsor in Mexico's stead, and, in view of the fact that Mexico is bankrupt I would ask the gentlemen of the Negative, who is going to pay Mexico's debts? Are European powers going to have so much money at the end of the war that they can afford to wait until the Carranzan outfit gets ready to pay? Are they going to be so averse to fighting that they will sit idly by and see their property destroyed and their citizens murdered while we stand sponsor and refuse to act? Honorable Judges we have come to the place where we must either abandon our Monroe Doctrine or else intervene in Mexico to establish a stable government. But the limit of dalliance is the end of the European war.

Ladies and gentlemen, the Negative may tell you that because of the size of Mexico, our lack of men, and the difficulty of the task that we should not intervene. But listen, within the last month our government on behalf of the rights of neutrals has ignored every objection and has broken diplomatic relations with Germany. We did not count the cost, and the whole nation stands back of the administration. But Mexico has destroyed our lives and property because they were ours, while Germany has interfered with our rights because she wanted to starve England. Honorable Judges, I appeal to you if it was right for the United States to stand against the greatest military power in the world for the redress of an indirect injury, is it not even more justifiable to intervene in half civilized Mexico for the redress of a direct wrong in a more acute form? I would ask the gentlemen of the Negative, Was it right for the United States to break diplomatic relations with Germany? If they say No they can proceed to indict the administration. If they say Yes, then I would ask them to show us the fundamental difference between interference with the rights of neutrals by Germany and by Mexico.

We must realize that through the inability of the Mexican and our own declared policy set forth in the Monroe Doctrine that we are inevitably responsible for the establishment of a stable government in Mexico. And as long as we may expect foreign demands at the end of the war it becomes a responsibility which we cannot shirk.

Honorable Judges, we of the affirmative rest our case on these three contentions, First that conditions in Mexico are appalling, Second that there is no reasonable probability of Mexico herself establishing a stable government, and in that event the United States is the only logical force to perform this task, and that we not only should but must intervene in Mexico to establish a stable government.

First Negative Speech

CLARENCE M. BRITTON

At the outset of this debate, we of the negative wish to have it understood that the



question as stated deals with present conditions only, and that the opposition is forced to defend immediate intervention. It would be an undesirable type of diplomacy for the United States to declare a policy of intervention today with the provision that intervention would not actually take place until later years. In the formation of our national policies, statesmen proceed with the data at hand, leaving future policies to be decided by future conditions. Then if our opponents are going to decide upon a policy of intervention in Mexico, that policy must apply to the present time and provide for actual, immediate intervention.

We would also make it clear that the question calls for a type of intervention that will establish a stable government in Mexico. Now it is a well-established fact that if the United States wants to accomplish such a task, it must be done by means of 250,000 men and one or two decades of belligerent conditions. It is an absolute impossibility for the United States or any country to institute a permanent government in Mexico without first conquering the country at the expense of thousands of lives and a ten-year national burden, and then maintaining order in the subjugated country and establishing a stable government. The fighting disposition of the Mexican people renders a peaceful attempt at settlement useless at the present time. Then the only other means upon which the opposition may depend is that of armed intervention.

In the light of this fact let me point out the colossal burden of proof that is necessarily thrust upon the gentlemen of the opposition. Before they can establish their case, they must conclusively prove three propositions. First, that there is positively no chance for Mexican regeneration without intervention. Second, they must show that the present conditions in the United States and Mexico are such that the actually demand armed intervention. Third, in the light of the present European situation, they must justify the United States in mixing herself in Mexican affairs. And the responsibility of proving these propositions is no ordinary burden of proof. The opposition must advocate a policy adopted only as a last resort. They must argue for war and according to Ex-President Taft, a war of extermination. They must uphold the overthrow of an independent sovereign government, recognized by the United States. They must advocate aggressive warfare, without specific cause, against a nation with which the United States has exchanged ambassadors. They must approve of a policy that would resolve the United States into a nation of conquerors. These propositions the opposition must uphold.

Now, Honorable Judges, we are not especially opposed to armed intervention if it is necessary. We can conceive of a case in which conditions are so appalling, international relations so deplorable, the possibilities of regeneration so small, and the status of our own country so favorable, that intervention would not only be necessary, but also desirable. But with reference to the present Mexican situation, it is neither, and we deny that such conceived conditions exist in Mexico today. The possibilities of regeneration are too great and the status of our own country too unfavorable at the present time to justify the United States in assuming the burdens of immediate armed intervention.

To support this contention, we base our stand on three propositions: First, the condition of the Mexican people is favorable to regeneration; Second, a stable government is actually being established in Mexico and rapid progress is being made; third, intervention is inadvisable from the standpoint of the United States.

In taking up our first proposition, that the condition of the Mexican people favors regeneration, we wish to point out in the first place that the case of Mexico is vitally different from that of any other country in which the United States has previously intervened. In the case of the Philippines, we actually owned those islands and our intervention therefore was an altogether different matter than it would be in the case of Mexico. With refer-



ence to Cuba, our action there came within our sphere of governmental action. Of course, conditions there were not just what the United States wanted, but the real cause for intervention was the sinking of the Maine, which was an official affront by the Spanish government upon the U. S. Furthermore, the citizens of Cuba desired intervention by the United States while the Mexican citizens are bitterly opposed to it. In Nicaragua, the people even went so far as to petition intervention. Also Italy virtually sent an ultimatum to the United States demanding immediate settlement. But honorable Judges, none of these characteristics accompany the Mexican problem, and it is evident that Mexico presents a vitally different problem. We do not own the country as in the case of the Philippines. We have no official affront from the government as in the case of Cuba. The Mexican people are not desirous of intervention, and we are not pushed into it by an ultimatum as in the case of Nicaragua. These facts convince us that if our country intervenes in Mexico, she will be taking upon herself a type of intervention never before heard of in her previous history, with a lesser degree of justification from the offending country.

In the second place, the conditions in Mexico point toward regeneration because of the favorable diplomatic relations existing between that country and the United States. In international matters, every nation must be judged by the action of its government. The United States has recognized the present rule in Mexico, and granted it the standing of a de facto government. During the past year these governments have exchanged ambassadors and carried on diplomatic relations with each other. In other words, the United States has officially recognized the progress being made by her neighbor and has openly manifested that she has confidence in her regenerative qualities. Honorable Judges, when such a government of as worthy standing as that of the United States, a government that deliberates and considers before taking any action, when that government recognizes a de facto government in Mexico, and even goes so far as to exchange ambassadors, does that not mean that such a Mexico is going to the front in the matter of international standing? And, judging these two countries by the action of their governments, would it not be an act of bad faith on the part of the United States to immediately declare a policy of intervention against Mexico after having recognized her government and accepted her ambassador? International law is opposed to such action. Before the United States can legally intervene in Mexico there must be an official affront from that government against the United States, and we challenge the opposition to cite us a single official affront from the Mexican government upon the United States which has not already been retrieved. It remains a fact, these governments have acknowledged each other. Until there comes an official affront from one neighbor to sever those diplomatic relations, intervention by the United States will be illegal in the sight of international law and inconsistent with our previous relation to Mexico.

And in the third place, in support of the argument of regeneration, we wish to point out that South American countries, with conditions similar to those of Mexico, have worked out their salvation to a great degree of success. Our opponents may argue, however, that there is no similarity between those countries and Mexico. But, Honorable Judges, such a contention is based on a comparison between the advanced South American countries and the present Mexican state. But to be fair with Mexico, we must compare her with those countries at their time of revolution and disorder. Here are some facts that will establish a definite analogy to Mexico. At the present time, 76 per cent of the South American population is Negro or Indian, or mixtures with those races. After years of progress, only 24 per cent is white population, as compared to 19 per cent white population in Mexico at the present time. The flourishing republic of Brazil has a population nearly one-half mixed, an indeterminate part of which is Indian. Nicaragua and Guatemala maintain a citizenship from 60 to 85 per cent Indian. And Honorable Judges, these statistics are compiled after



years of immigration from standard populations have taken place. But even then, Mexico is not far behind in the percentage of white population, and we have every reason to believe that the opening of her commercial advantages will be a direct influence upon the raising of that percentage.

It is a significant fact: these countries have made and are making remarkable progress. It is needless to mention the commercial enterprises of Brazil, the well-established government in the various states, the fact that Columbia, which was a scene of constant revolution, has raised her bonds from 36 per cent to nearly par, doubled her foreign trade, and made preparation toward extensive improvements. And let us not forget that these states have undergone their revolutions just as Mexico is undergoing hers today, that their population and facilities for progress at that time were no better than are those of Mexico. Such facts as these necessitate our awakening to the fact that Mexico has a chance of regeneration equal to that previously enjoyed by the majority of South American countries. If the United States should have followed the policy of the affirmative in the past, she would have waged bloody wars on numberless occasions against those countries which are now flourishing under the government of a regenerated state. Applying this principle to Mexico, why should the United States subjugate that country for the purpose of establishing a stable government, when, according to the historical precedent of South American States, she has a favorable opening for regeneration? Why is it more absurd to advocate the education of the Mexican citizen than of the South American? John Barrett, Director General of the Pan-American Union, is responsible for the statement that the Mexican peon is the intellectual equal of the average South American citizen and fully as capable of self-government. Now since other states analogous to Mexico, having similar population and similar disorder, have wrought out their own salvation, and since the capacity of the Mexican citizen compares with that of the South American type, how can the United States judiciously intervene and deny her neighbor the opportunity which she has of regeneration, and at the same time bring upon herself an unnecessary burden?

In conclusion, we have shown that the conditions in Mexico are not favorable to intervention, in the first place, because the case of Mexico is vitally different from any previous record of intervention; second, that the diplomatic relations existing between Mexico and the United States would render intervention illegal in the sight of International law and inconsistent with our recent diplomacy; and third, that Mexico has a chance of regeneration equal to that previously enjoyed by the present flourishing South American republics. In view of these facts, we contend that conditions in Mexico are favorable to regeneration.

Second Negative Speech

LYLE G. CRAIG

Mr. Chairman, Honorable Judges, Ladies and Gentlemen: In resuming our constructive argument I propose to show you that a stable government is actually being established in Mexico and that great progress has been made. Now no matter how bad conditions may have been in that country in the past few years, if we can show you that they are improving, if Mexico herself approaching peace and order, then the time is not opportune for American intervention.

Honorable Judges, we freely admit that Mexico is not yet entirely stabilized, but in spite of that fact we believe that she is making remarkable progress. In the first place, the military and political situation has greatly improved. Mr. David Lawrence, writing to The New



York Evening Post from Mexico City in December, 1916, says that General Carranza and his followers have succeeded not only in gaining military control of all but one of the states of the republic—Chihuahua—but he has been recognized by the principal nations of the world.

Now this does not mean that there is now no disorder or brigandage in the country, for there is. Such conditions always have been and probably always will be to a certain extent the aftermath of revolution. But in Mexico they have been greatly reduced. For example, Villa and Zapata were actually in control of Mexico City in 1915. Zapata has now retreated into his little mountain stronghold of Morelos, and Villa is confining his operation to the desert and mountain section of northern Mexico. The clearest idea of the character of this part of the country may be obtained from the statement that the United States troops spent almost two years pursuing the Indian Geronimo through this same country before they captured him. And yet our opponents would demand that Carranza accomplish the far greater task of the eradication of all brigandage in less than seventeen months. If Villa has already been driven from the heart of Mexico City to the wilds of Chihuahua there is certainly some hope of his ultimate elimination.

The Carranza government has the support of the Mexican people. Mr. Bernard Galant, in the Review of Reviews for February, says that every one of the twenty-seven states of Mexico elected representatives to the recent congress. At the general election, held just twelve days ago, (March 11) General Carranza was chosen President of the Republic by the largest vote ever cast in the history of the country. Now if Mexico is capable of carrying on the largest election of her history, without a sign of disorder, she is certainly approaching stability. When the largest number of voters in the history of the nation will voluntarily vote for the support of the de facto government, that government has a popular support not previously enjoyed by any ruler in Mexico. Intervention now would be against a legally elected and strongly endorsed government. With the political situation so greatly improved we cannot see the necessity for such a step.

Now let us consider the evidences of commercial and industrial progress. The best barometer of industrial conditions in any country is the state of its railways. In spite of the fact that Mexico's railways have been the public utility most subject to attack, they are showing remarkable progress. The following data is supplied by the director-general of the lines and was sent out from the New London Conference in an official summary in September, 1916.

Since January 1, 1915, the number of miles of railway controlled by the government has increased from 2000 to 12000 miles. In short, 12000 out of 13000 miles in the country are now being operated. Revenues for August, 1916, were eight times those for October, 1915, the month Carranza was recognized. Tonnage and freight are practically the same as before the revolution.

Another strong indication of Mexico's commercial progress is her export trade. Mr. John Barrett, head of the Pan American Union has supplied the following figures:

For the fiscal year ending June 30, 1916, Mexico's exports were in round numbers \$175,000,000, an increase of \$19,000,000 over the figures for 1915, and a larger amount than for any year under Diaz. According to statistics of commerce between Mexico and the United States there was a steady increase every month during 1916. The revival of mining is shown by the fact that for the eleven months ending November, 1916, the shipment of copper to the United States was more than double the amount for the same period of the year 1915.

Now, Honorable Judges, do these things indicate chaos? On the other hand they are



conclusive proof that the industrial and commercial life of Mexico is not so utterly demoralized as our opponents would have us believe and that conditions are improving. Why should the United States adopt a policy of armed intervention just at the time, as the Philadelphia Record puts it, "the rehabilitation of commerce in Mexico has begun and has advanced to a considerable degree."

Now let us consider the third evidence of progress—the Carranza program of social reform. Here really is the keynote to the whole situation and the reason why Carranza has more prospect of permanency than previous rulers in Mexico. He has recognized the fundamental needs of the country and has embarked on a program of reform.

What have been the principal reasons for Mexico's backwardness in the past? Authorities agree that it has been the class system, the system of land tenure and peonage, and the suppression of education for the masses. Dr. J. W. Butler of the Methodist mission in Mexico City, says that this is the crux of the whole trouble in Mexico. According to C. W. Dabney, President of the University of Cincinnati, "this peonage system had for the proprietor all the advantages of slavery, as it existed in the United States, without its obligation. Eighty percent of the people of Mexico belonged to the Indian or peon class." Under Diaz this system was at its worst and his government could not endure. That was the real cause of the Mexican Revolution.

The present government is solving this problem. It is established on a foundation of popular support. The strongest proof that the government is for the people is the record of what has already been done, and the program for the future. In the state of Yucatan, for example, the new order is well established. Mr. M. C. Rolland, administrator to the governor of that state, says that Yucatan now has 2400 free schools against 200 in 1914, that all peonage has been abolished and modern labor laws have been enacted, that the great estates have been redistributed to the people on easy terms and that 40,000 of the 50,000 heads of families in Yucatan are already cultivating their own farms.

The program is the same throughout the country. Details would be a repetition. Representative Stephens of Texas is authority for the statement that fourteen of the twenty-seven states of Mexico, besides a considerable portion of the remaining districts are already following the example of Yucatan. Mr. Lawrence, the Post correspondent, tells us that the government has expended almost \$6,000,000 on education, and there are 171,000 pupils enrolled in the schools of Mexico City alone. Mr. Pain of the Mexican commission, states that the number of schools throughout the country has greatly increased and in some states has doubled, and that the government has sent several hundred teachers to the United States to secure data to reform school matters.

Commenting on the advanced program of Mexico, as outlined in the legislation of the recent Congress, Mr. Bernard Gallant in a recent issue of the Survey, says, "If one is to judge the results of Mexico's upheaval by the measures adopted by the Congress, and the sentiments of its leaders * * Mexico has thrown off the last vestiges of her feudal system and is awakening into a great industrial democracy."

— Honorable Judges, is it not clear that the condition of Mexico is a vast improvement over times past and that the future program is the logical one to meet her needs? Then why should the United States at this time adopt a policy of armed intervention with what it must inevitably mean to that country?

Gentlemen, Intervention means War. Look what war has meant to Europe. Look at the South today, hardly recovered after fifty years. War will blight the last chance of



Mexico's self-redemption, her cities will be destroyed, her industries ruined, her fields laid waste and the blood of thousands of her citizens shed in a vain attempt to protect her sovereignty. Only the most terrible and the most hopeless conditions could ever justify such a remedy.

If we are big enough to conquer Mexico, are we not big enough to give her a chance? If Mexico is right, and a stable government issues, her international problems can be met, there will be no more border raids or assaults upon Americans in the trouble zone, but peace and order. If Mexico is wrong, and Carranza should fail, after being sincerely helped, then and then only, will the time for the United States to decide what action may be inevitable. For the present though we can only believe that intervention would be unwarranted and unwise.

Third Negative Speech

JOHN FRENCH

My colleagues have shown that intervention would not be justified from the standpoint of Mexico because her people are capable of self-government and because present conditions indicate progress toward stability. Another vital issue of this debate is how intervention would affect the United States, for obviously, even if it were justified from the standpoint of Mexico, if it in any way jeopardized the safety and welfare of this country, it should not be undertaken. It will therefore be my purpose to show that intervention would be exceedingly inadvisable from the standpoint of the United States.

In the first place the actual effectiveness of intervention would be impaired, and its merits as a policy are seriously brought into question by the fact that there is at the present time no emphatic demand for such a step on the part of the American people. It is a significant fact that a number of American property holders in Mexico who would naturally be considered for intervention, recently effected an organization in San Francisco opposed to any form of intervention by force. It is also significant that the people living in the border states, who more than anyone else are in a position to properly judge of the situation, at the last election voted decisively for a party whose policy has been non-intervention. The actual effectiveness of intervention would depend almost entirely on the moral and material support given it by the American people and before our government should adopt such a policy it should have their united support. Such is clearly not the case for, deplorable as conditions have been, there is no emphatic, united demand for such a step at the present time, and until there is intervention would be unjustifiably premature.

In the second place intervention would entail upon the United States an immense military burden. Such a step would unquestionably mean a long and bitter war. Because of the feeling of the Mexicans toward the United States the first move toward intervention would be the signal for an immediate combination of all Mexican factions and resources to repel the "hated Gringos", and a stable government could be established only after overcoming resistance of such desperate nature that Lincoln Steffens says; " * * a war of subjugation in Mexico would have to be a war of extermination."

Let us then consider just exactly what a war with Mexico would mean. It would mean war with a country of fifteen million population and having an area equal to the United States east of the Mississippi, excluding only Illinois and Wisconsin. Honorable Judges, do we clearly realize that on this vast area could be placed the entire German Empire, Hol-



land, Belgium, France, Spain, and Italy? And yet the Affirmative talk of intervening in Mexico as if it were no larger than little Haiti with an area equal to the state of Vermont! Do the Gentlemen realize that Mexico has a Pacific coastline twice that of the United States; an Atlantic coastline equal to ours from Maine to Georgia; and that practically every mile of this would have to be blockaded in event of war? Furthermore Mexico has numerous mountains and forests in which guerilla warfare could be waged indefinitely. Then the Mexicans are well prepared. David Lawrence, the Washington correspondent of the New York Evening Post, after a trip through Mexico the last three months of 1916, says, "For five years at least one hundred and fifty thousand men have been under arms, have withstood the rigors of the climate, and have become seasoned fighters." In spite of the nominal embargo on arms to Villa, many have been smuggled over the border and there has been no embargo on shipments to Carranza the last eighteen months. He has also received several million rounds of ammunition from Japan, as well as machinery with which to manufacture it. General Obregon the late Minister of War states that "the embarrassment about arms is over because machinery has been imported and Mexican arsenals are now turning out thousands and thousands of cartridges every day." These munitions which are to be used against bandits, in the event of American intervention would be turned against us.

The late General Funston who was peculiarly qualified as an authority by his actual experience in Cuba and the Philipines and his direct contact with the Mexican situation states that "it would take two hundred and fifty thousand men five years to subjugate Mexico." Thus intervention would not only mean a long and bitter war but would mean that thousands of American soldiers would have to remain in Mexico for an indefinite period. For permanent Mexican stability can only come from two sources; Mexican regeneration or virtual annexation by the United States; for although she might achieve stability by herself, her hatred and opposition to American interference would be so great and lasting that permanent stability could be secured by nothing less than virtual annexation and at a burden and cost to the United States.

Undersand, the Negative does not contend that it would be impossible for a nation of a hundred million to assume this immense task; neither does it contend that its assumption would always be necessary under any circumstances—but what it does contend is this; that when the United States is not forced to assume it at the present time; and there is still a reasonable probability that its assumption will be rendered unnecessary by future Mexican stability, we contend that under these present circumstances the assumption of such an immense task would not be justified.

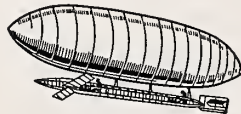
Third, intervention would seriously and unnecessarily jeopardize our national safety, because in the first place most of our available forces are already occupied with present military burdens, to say nothing of deliberately assuming more. Out of an available standing army of thirty or forty thousand men, part are suppressing disorder in San Domingo and Haiti. Because of the German situation we have been forced to use many more to guard the Canal, railroad bridges, munition plants and other strategic positions from the acts of German agents, to guard the interned ships and to protect our neutrality. It has also been considered necessary to keep seven thousand troops in the Philippines and twelve thousand in Hawaii. Finally we have sent several battleships to Cuba and landed several hundred marines because of the disorder there, and it was admitted in administration circles at that time that if it were not for the present international situation at least five thousand regular troops would also have been sent. Now Honorable Judges, if we could not spare five thousand troops to intervene in Cuba, can we spare two hundred and fifty thousand to intervene in Mexico?

In addition to these present burdens, just yesterday it was admitted in administration



circles that the United States is now in an admitted state of war with Germany, and the War College has formulated definite plans for the mobilization of all our naval and military forces, as well as an additional volunteer army of five hundred thousand to be used against Germany in case it is necessary. And the proposal that the United States, in the face of this critical situation, should deliberately embark on a policy requiring several hundred thousand men and most of her fleet for an indefinite period, and when she is not forced to adopt such a policy, is a proposal of imprudence absolutely inconsistent with all the history of statesmanship. Even if actual warfare should by the remotest possibility be averted, the situation would still be far from satisfactory, and common prudence might still dictate that we should avoid unnecessary burdens and keep our hands free for possible emergencies. But when we are free to face this crisis without the handicap intervention in Mexico would constitute, is it consistent with reason and prudence that we should deliberately go out of our way to assume it? In view of these considerations we contend that intervention at the present time would be exceedingly inadvisable from the standpoint of the United States.

In conclusion, Honorable Judges, the more drastic the remedy, the more complete must be the evidence produced to justify that remedy. And we contend that a remedy which is so drastic as to mean the destruction of all probability of Mexican regeneration as indicated by the present conditions; which would cause the destruction of her railways, industries, cities, and thousands of her citizens in a bloody contest; which would involve the United States in a long and bitter war; and which would endanger our national safety because of the German situation;—we contend that so drastic a remedy is not sufficiently justified by the evidence which the Affirmative have produced.





Illinois Inter-Collegiate Oratorical Association

In the fall term of 1871 Philo and Eccritean societies jointly challenged Knox College to a literary contest in which debate, oration, declamation, and essay were to be given consideration. Knox accepted the challenge but insisted that more prominence be given to the oration than to the other exercises. This Monmouth refused to do and the contest was never held.

But Knox still desired to have a contest of orations alone. In accordance with this idea she invited three schools—Monmouth, Lombard, and Hedding—to participate in a contest of this character to be held in Galesburg, Feb. 11, 1873. Each college was to select three judges and two orators. The prizes were \$50 for first place and \$25 for second place. Monmouth was represented by D. D. Bigger whose subject was "Does Genius Win the Crown?", and W. E. Wilson who spoke on the "Mission of Poetry". In this contest T. C. Stevens of Lombard was awarded first place and S. P. Dunlap of Knox was given second place, while Bigger and Wilson were given third and fourth places respectively.

The experiment had been a success and other colleges were invited to participate. On February 27, 1874, a similar contest was again held at Galesburg with Beloit, Chicago University, Iowa State University, and Iowa College as additional participants. The judges for this occasion were chosen by the governors of the three states represented. T. E. Egbert of Chicago University was awarded first prize.

A convention was held in connection with this contest and it was recommended that the states represented should organize state associations, hold contests, and the winners should compete in an inter-state contest. This plan was carried into effect and Indiana, Ohio, Minnesota, and Missouri joined, and the Inter-State association came into existence.

In a very brief way the above is a sketch of the beginnings of the different state associations and the Inter-State Oratorical Association. The present Illinois Inter-Collegiate Oratorical Association was organized in 1876, although inter-collegiate contests were held in the state prior to that time. A state contest has been held each year since the organization of this association.

In the forty-one state contests that have been held Monmouth has won first place seven times and second place ten times. The forty-first annual contest was held under the auspices of Knox College on Friday evening, November tenth, 1916. Belford W. Van Pelt represented Monmouth on this occasion and was awarded second place.

MAX KISSICK,

President Illinois Inter-Collegiate Oratorical Association, 1916.



The Spirit of the Belgians

BELFORD W. VAN PELT

"Gaul is inhabited by three tribes, the Belgae, the Aquitani, and the Celts; but the bravest of these are the Belgae."

So declared Julius Caesar, whose Roman legions overran Europe in the first century B. C. From this Roman invasion to the Prussian in the twentieth century, every crisis in northern Europe has demonstrated the simple patriotism, the sturdy independence, and the unboasting heroism of the Belgians.

The position of Belgium, geographically, has made her the arena of many armed conflicts. She lies at the angle between the three great envious powers—France, Germany and England. On her level and solid plains their armies again and again have arrayed themselves. Physically, Belgium is a territory of eleven thousand square miles, one-fifth the size of Illinois, with twice her population, or about seven and one-half millions. Her soil is rich and has been used for centuries; but her peasants have converted it into a veritable garden. Belgium produces thirty-seven bushels of wheat to the acre, on soil centuries old, to America's fifteen on virgin soil. This is indicative of her industry and thrift. A nation of workers—her motto is "Work and Progress". There are no paupers. The government favors those of small means. No people in Europe are more courteous, none more mindful of the rights of others, and none more aware of their own. In spite of some diversity of language and religion, there has been no internal strife. Few emigrate; they are held by their love for independent Belgium. They are proud of their traditions, their illustrious history and their noble martyrs consecrated to national existence. With such a strategic position, with such a native stock, and with such neighbors on all her horizon, often marching across her borders, is it any wonder that Belgium has made history and a national life?

Review for a moment her history. Two primitive peoples, the Walloons and Flemings, were united by Philip of Burgundy to form Belgium. She developed a simple form of community life. Her people were lovers of peace, of the home, and of religion—soldiers only by necessity, not by occupation. She was sometimes at war, seldom taking the initiative fighting only in self-defense. Nevertheless Belgium became the "Cockpit of Europe." She has been the arena of Europe's battle; the rendezvous of blood. Here have been cast the destinies of nations. Sometimes a nation has made war on Belgium for conquest, sometimes for plunder. Sometimes nations have fought out their own issues on Belgian soil. Belgium, whether participant or innocent bystander has always been the sufferer, often changing masters. After Caesar came Clovis and the French; after these the Dutch; then in 1568 the Spaniards under the bloody Alva, and the Inquisition. Belgium's merchants were plundered, her cities burned, thousands of her citizens wantonly slain, her noble Egmont tortured and murdered. By the treaty of Utrecht in 1713, Belgium was ceded to France. Twice during the succeeding period she rose in unsuccessful revolt for national independence. In 1815 Belgian soil was the field of the great Battle of Waterloo—England and Europe against France, Wellington against Napoleon. By the treaty of Paris in 1814 Belgium was united



with Holland into the Netherlands. Against this union she revolted, and in 1839 established a constitutional hereditary monarchy, which is her form of government today.

What was the effect of these reverses? Despoiled by successive wars, with indomitable spirit, Belgium always returned to the task of reconstruction. Her people returned to factory and farm, to church and school. Belgium has revived universities, arts, and literature. Since the Spanish invasion she has rebuilt her cities and cathedrals in greater magnificence, re-established her industries, enlarged her commerce until she had begun to compete with the great maritime powers of the world.

And now in this twentieth century, at the height of her new career of business, art, and literature there comes again to little, peaceful Belgium the blight of a war not her own.

Why then, is she in the war? When she set up her present government in 1839 she entered into an agreement with five European powers—England, France, Russia, Austria and Prussia—by which they bound themselves to recognize and protect her neutrality in the event of war in Europe. In the Franco-Prussian war of 1870 the treaty held good and Belgium's neutrality was maintained. This was a vindication of the validity of the treaty of '39. When the present war was declared, the treaty was still in force and Belgium had reason to expect the recognition of her neutrality. It was a vain hope. One of the belligerents, massing a great army on her border, sent an ultimatum, declaring that if Belgium would allow their troops to march through her territory to the border of another belligerent, then Belgium's neutrality would be respected. But if she refused, she would be treated as an enemy and the army would force its passage. Belgium's reply is historic—a reply that well befits the sons of the Belgae of Caesar's age: "By accepting this proposition the Belgian government would sacrifice its national honor and betray its duty to Europe."

By common consent of the world Belgium has stood fully within her duties and rights as a neutral power. By common consent the invasion was a violation of a well defined treaty agreement. To this common judgment has been added the acknowledgement by the German chancellor that the invasion of treaty and an injustice to Belgium; but it was justified by military necessity and the promise of safety and reimbursement.

The issue was this—could Belgium, in view of right and honor, grant a material or strategic advantage to one of the treaty signatories as against any one or all of the others? Could such advantage be granted for a consideration, for promised immunity, reimbursement, or even national expansion? Her duty as a sworn neutral would have been the same had the ultimatum come from Paris, London or Petrograd. What nation would not have considered it a bribe and an insult to her principle? The patriotic spirit rose superbly to maintain Belgian neutrality and Belgian independence at any cost. Without resort to the authority of the crown, King Albert needed but to issue the call "To Arms" and every able-bodied Belgian responded. The world can never forget their gallant resistance. For twelve days Belgium's army of 42,000 withstood the German host at Liege. Slowly the shattered remnant was beaten back, brave King Albert in command fighting as a common soldier and bracing his men to stubborn resistance.

On Belgian soil modern war enginery had its bloody carnival. A story of cities reduced to ashes; of cathedrals irreparably damaged; historic buildings, priceless art, homes, harvests, industries in ruins; of countless thousands slaughtered. We will not call the horrible events atrocities. The evidence may be incomplete. Time will tell and history record. But so-called legitimate war has done its worst and Belgium is crushed.

Yet the Belgian, sturdy, devoted, fighting, has made no outcry. With amazing heroism he has met his misfortunes, has staunch his wounds, has buried his dead, and has



witnessed the pitiable spectacle of the women and children in hunger and in flight. The Belgian spirit has risen superior to sword and cannonshot and war's destruction; and now after more than two years of war and defeat, Belgium's army, smaller but none the less brave, stands fronting the enemy, ready to die, for national integrity, and determined, to the limit of her power, for all time to make a solemn treaty something more than a mere "scrap of paper". All honor, I say, to a people so undaunted and so noble.

If you consult mere expediency, temporary and mercenary you may think Belgium would have acceded to the threatening ultimatum. But if you consult the spirit and history of a people who hold tradition and a record of honor; a people whose past prophesies the right to a future, then you need not be surprised that this people chose honor, battle, blood, and immortality, rather than the comfortable oblivion of peace and immunity, purchased at the price of principle.

Need we ask then, how heroic Belgium will meet this latest tremendous task of reconstruction? The spirit which she has shown throughout her history will rise triumphant out of the ruins and chaos. The little people who braved the first shock of the most gigantic war in history will add new laurels to an undying name. In her recovery and in her future Belgium will be animated by the spirit that has glorified her past; the spirit expressed by her own King Albert before the Assembly: "I believe in our destiny. A country which defends itself wins the respect of everyone. That country cannot perish."

"God will be with us in this just cause. Long live independent Belgium."





Peace Oratorical Contest

Ralph Douglass represented Monmouth in the Peace Oratorical Contest held under the auspices of the Chicago Peace Society on April 15, 1917.

The Moral Substitute for War

RALPH W. DOUGLASS

From the dawn of human history men have engaged in war. There has apparently been no other way to establish justice. Men have honestly contended that submission to an unjust peace would be a surrender of manhood. Thus war has become associated with manliness, and hence we speak of the "martial virtues."

At the same time, never have men been able successfully to evade the fact that war is inherently wrong. As a means of determining right in a dispute it is a lottery. It is based on the assumption that might makes right, a principle discarded centuries ago in every activity of enlightened society. It is a ruthless campaign of organized murder, which baffles the human reason to explain how it can possess any virtue at all. Despite the most that can be said in defense of past war it has always proved horribly inefficient as a method of correctly solving the problems involved.

Today we witness a conflict the like of which the world has never known, a war intensified by the achievements of modern science, and involving most of the civilized world. Both sides insist that they are fighting for justice, both pray to the same God for victory. The sense of danger is arousing a new sense of responsibility, and all the belligerents are feeling the regenerating influence which war seems to exert.

But on the other hand history has shown this reviving effect to be so fleeting that we are prone to doubt its reality, while there is no question as to the awful devastation which this strife is bringing upon Europe. With such enormous economic waste these belligerents are contracting debts which will burden posterity for generations. But vastly more appalling is the biological significance of the conflict. Six million crosses stand on the battle fields, each one testifying that some life full of promise has been cut off in the very prime of young manhood. Hardly a home circle in all France remains unbroken by death. Thinking of these millions as the very fittest of the fit, how enormous and irreparable appears the loss to the race, not to speak of those who have escaped death for an existence far worse; the hundreds driven desperately insane by sleeplessness and nervous strain in the trenches; the thousands deprived of sight or hearing; the millions otherwise hopelessly maimed as far as a life of usefulness is concerned. Even more unhappy are those both on the field of battle and at home, who because of the hate, the injustice, the cruelty of this terrible tragedy, have lost all faith in the God of Love. The whole world is contaminated by war's baleful and demoralizing influence, and shares with Europe its awful expense. So tremendous, so inconceivable has been the price already paid that whatever good may finally issue from this conflict, war as a method of securing it stands utterly condemned by every law of reason and humanity.



This present situation then only makes the enigma more perplexing than ever. Never was the world so heartily sick of war with all its concomitants and at the same time so under its dominion. Civilization is ashamed and blushes for this horrible relic of barbarism. But justice demands a substitute. Granting that war is based on the wrong principle and that it does not always insure equity, "yet", some ask, "is it not better to employ armed force than to suffer right to go undefended, even though we fall in the fray and wrong seems to triumph?" The fallacy in such reasoning lies in the assumption that there is no other way to assert international justice. The old prophet said, "My people are destroyed for lack of knowledge." The world has suffered from strife not because there was no other way to settle its disputes but because it was too short sighted and hot headed to see that other way. The failure of physical means to solve the political problems of the race is a challenge to the higher realm of the intellect.

Any substitute for war while eliminating war itself must not fail to retain virtues associated therewith. War provides a dynamic intensity which often demands from the person engaged energy previously and subsequently unknown to him. Like any other stimulant it cannot but leave the subject in the end weaker than he was before. How much better to have an inward initiative, a soul so liberated that there is a constant efflux of the energies of man to their maximum expression; an expression which is constructive rather than destructive; predominantly mental rather than physical; continuous rather than spasmodic! The man who is truly educated does not need war to call forth his latent virtues. He realizes that well directed spiritual, intellectual, physical, and economic development will require all the courage and manliness that he can summon. It is only the man who has come to an appreciation of "the durable satisfactions of life" who can be unselfish in his dealings with others, who can really grasp the significance of golden rule idealism in world politics. Socrates affirmed that only he could be just who had trained his every faculty to perform its proper function. Only he who is big enough to see his neighbor's side of a dispute can know how to be just. Such a personal initiative then becomes a moral substitute for war with the individual. It must follow that a social initiative is the moral substitute for the world. But social initiative is more than a mere collection of personal initiatives. It implies a social conscience, a realization of ourselves in relation to our fellow men. We must have a sense of world brotherhood before war will be no more. Humanity will be the innocent victim of international jealousy until the real leaders of public opinion in every land come to a knowledge of "the things that belong unto peace."

The question naturally arises, how realize a social initiative. If the kingdom be truly within the method of realizing it must be strictly an individual matter. All that can be done in a social way is to create conditions which will facilitate the full development of the individual, and result in a social conscience.

Thus far in the evolution of political science Democracy seems to present the best solution to this problem. The theory of Democracy is that the state exists for the individual as opposed to the theory of Autocracy, that the individual exists for the state. Under Democracy life becomes for every man an end in itself, something to be lived. Liberty, within the bounds of justice, is his inalienable heritage whether he be hodman or financier. Such independence means responsibility, and responsibility is a tremendous factor in promoting initiative. The citizen of a Democracy has an attitude of personal interest toward his government. It is his own concern. Its good is his good. Consequently he feels an obligation to prepare himself to exercise intelligently the rights of self government. Contrast this man's chance of attainment with that of him who is a mere cog in the machine of some great militaristic aristocracy, virtually swayed by one hereditary autocrat. In terms of modern industrialism Democracy encourages its employees to take stock in the company, whereas



autocracy gives its workmen no interest in the firm, presupposing their impotence to assume responsibility.

In a government where the people are the power freedom of speech and of the press are prerequisites. The despotic ruler suppresses free criticism because he knows what havoc an enlightened public opinion would work with his selfish ambitions. Often discussions of public questions are negative and worthless, often censure of public officials is abusive, but these make possible constructive criticism, which is the soul of all growth. Freedom of speech encourages independent thinking and progress; suppression produces stupidity and stagnation.

Democracy is a government of peace. The man whose "heart is set on high designs" and who, thanks to open and free criticism, can look on international affairs with fewer prejudices is not so moved by war's allurements as he whose chief interest and end in life is the state. "A government of the people, by the people, and for the people" cannot concern itself with conquest. In these days of modern warfare in which the rank and file bear the greatest burden, in which whole regiments are annihilated en masse, for such a government to be interested in any war, other than a war of defense would be unthinkable. Democracy helps to realize social initiative. But Democracy can never be a real success until social initiative is realized. The two are mutually indispensable in preparing the way to a lasting peace.

The first step in solving the problem that war presents may be the formation of a world state. The machinery necessary would probably consist of an international court of justice held in connection with a legislative body. To enforce the decrees of this court as the expression of world public opinion might require the maintenance of an international police. The immediate fact to be reached by any means is reciprocal justice between international disputants. Such a plan would constitute a world democracy representing the enlightened will of a world people rather than the selfish intrigues of a few rulers and diplomats. It suggests an international nationalism built upon world brotherhood. It presupposes that the time has come when the golden rule shall be the accepted standard of international relationships. It recognizes a Right which transcends national limitations. It looks forward to a day when the good of one nation shall coincide with the good of all, when such sentiment as "my country right or wrong" shall be impossible. Just as it is the highest end of human existence to search after Truth and Justice for their own sake, so must it become the highest aim of national existence to search after Truth and Justice. Just as one must lose his life to find it, so must we lose our sordid nationalism that we may find a greater internationalism. May God hasten the time when we shall be big enough to say, "The world is my country."

Dark indeed is the present hour, but gleams of light promise a most glorious day. Carlyle has said of injustice, "It will continue standing for its day, for its year, for its century, doing evil all the while; but it has one enemy who is Almighty." Injustice, cruelty and hate may dominate the passions of men. War may flourish in all its shameless glory. But as surely as God Almighty reigns, someday Right will triumph, men will begin to look for Truth, and then will we realize the Moral Substitute for War.



THROUGH THE TREES



Philo-Eccritean Contestants

With the approach of June the time is at hand for the inter-society contest. The contestants are speeding up their work and putting the final touches on the preparations which is to decide the literary supremacy for another year. Only one man, Ernest McCaw, has appeared in this contest in previous years. Thus, with no points assured, the contest bids fair to be an exciting one.

Eccritean will be represented in declamation by Andrew Rodgers, a second year man. He has had considerable experience in platform work, possesses a good voice and presence, and may be counted upon for an excellent reading. Ernest McCaw, the essayist, is the most experienced of the team. His qualities of research and thought are bound to be felt in his part of the contest. Belford Van Pelt is the orator. He was the college representative in the state contest last fall, when he took second; his oration should be hard to beat. John French has recently been compelled to give up his place on debate because of eye troubles. His place is to be filled by Phillip McCutchan, who, by virtue of hard work and a fertile resourcefulness, will be a capable contestant.

The Philo team is composed of four Juniors. Leland Henry is to be the reader. He has had some experience in this line, notably as the reader on the glee club. Philo is relying on him. Dwight Dyer will be the essayist. When he bends his original mode of thought to any task something interesting usually follows; this is what is anticipated in the contest. Ralph Douglass, the orator chosen, has been developing fast of late both in power of mind and of delivery. His consistency is dependable to the last degree. Bufford Hottle is the Philo debater. He has had some experience in this line, and much is hoped for from him.

The history of this contest has been exciting. Although exact figures have not been secured, the total of points for each society will reveal no great disparity. Last spring the Philo team triumphed over their opponents by a ten to nothing margin. The Philo team was Lee Bright, Glen McGrew, Lawrence Teare, and Harold McConnell.



DOUGLASS



HENRY



HOTTLE



DYER



VAN PELT

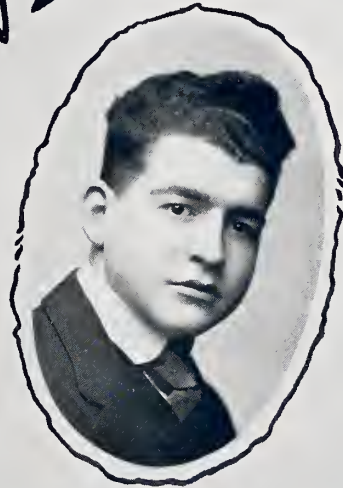


M'CAW



FRENCH

ROGERS





TEARE



TURNBULL

ABL



IRVIN



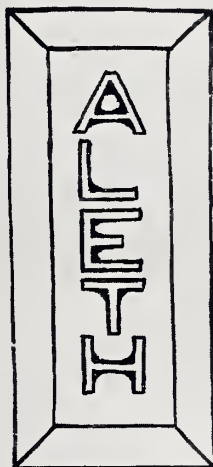
BISHOP



WRIGHT



MCLELLAN



CODDINGTON



BENSON





A. B. L.-Aletheorean Contest

This year the old custom of a contest between the girls' literary societies has been revived. The first of these contests was held in 1865, but that year there were no judges. Then for two years there was no inter-society literary work of this kind because Aletheorean wanted judges and A. B. L. did not. In 1868 it was decided to have judges and the contest was renewed. From then until the year 1880, eleven of these contests were held, A. B. L. winning six and Aletheorean five. No records can be found that any more were held until 1910-11, when A. B. L. challenged Aleth to a contest composed of debate, oration, essay, short story and declamation, a total of eleven points. Aleth. won the first two contests and A. B. L. the third, at which time the number of points was even for the three years. The following year the contest was discontinued.

Last year the girls entered into a contest of a different nature, the James Patriotic Essay Contest. This engendered such enthusiasm that it was thought that a society contest would arouse much spirit and would intensify the lines of literary work. Several times in the fore part of the year the subject of such a contest was brought up, but no definite action was taken until February, when a challenge was issued by A. B. L. This was accepted and a joint committee was appointed to arrange the details of the contest.

This contest was held April 27 in the Auditorium. Great enthusiasm was displayed by both societies, each "pulling its best" for its contestants. Aletheorean won the short story and declamation, while A. B. L. won in debate and oration, the contest going to A. B. L., seven points to three.

The debate was upon the advisability of the state adopting a universal commission form of government for all cities of ten thousand or more inhabitants. Mabel Wright affirmed the question, and it was denied by Dorothy Teare. While the affirmative may have had a shade the better argument, a superior delivery was the factor which won for the negative.

In the short story Grace Benson won with a charming story entitled "The Truth". This had for its content the story of a girl who ran her brother's conservative newspaper during his absence, and persisted in writing some pointed editorials. The other short story was called "A Scrap of Paper." In this Anna Turnbull depicted a small school girl and some of her problems.

Two excellent orations were delivered, "The Champion of Humanity" by Mary McClellan, and "A True American" by Ruth Bishop. The first had to do with America as the foremost exponent of the democratic ideal, and her attitude in the present world crisis. The latter, which received the decision, presented Edison as a type of American who strives to better man's mode of living, and contained a more direct appeal for each individual.

The program closed with two readings by Mildred Irvine and Leota Coddington, respectively "The Lost Word", Van Dyke, and "The Man in the Shadow", Child. Both were so well rendered that the audience quite forgot itself. Miss Irvine read with great distinctness; Miss Coddington reached intensity. There is a suspicion that the judges used some lottery method in this decision, being unable to discriminate otherwise. Leota Coddington was awarded the decision.

ORGANIZATIONS





ADY
Editor-in-Chief



DOUGLASS
Bus. Mgr.



M^CLELLAN
Assistant Ed.



ANDERSON
Assistant Bus. Mgr.



BARNETTE
Assistant Bus. Mgr.



MUNFORD
Miscellaneous



GHORMLEY
Athletics



CRAIG
Society



TINGLEY
Literary



WATT
Chronology



R. DOUGLASS
Art



GROVE
Music



The "Ravelings"

For the past twenty-five years the students of Monmouth College have annually published a volume of the "Ravelings". The first publication was in May, 1892. In the fall of 1891 the question of a year book was much discussed. It was thought that such a book would increase the interest of friends and alumni of the college and inform them of what was being accomplished. A staff was chosen and the whole student body urged to contribute. Prizes were offered for original work. The book was a success that year, and every following year improvements have been made. At first the whole student body had charge of the publication, but later it was decided that the Junior class should have the responsibility. The executive staffs have been, so far as we can trace, as follows:

1892—Ralph Pringle.

1894—C. F. Wishart, J. C. Hamilton.

1895—J. T. Miller, G. M. McKnight, Fred McMillan.

1897—Howard Hamilton, Benjamin S. Blake, C. A. Wylie.

1898—F. E. Dorris, E. H. Duff, D. R. Turnbull.

1900—Eleanor B. Collins, Kenneth S. Phelps, S. A. Munford.

1901—Junia A. Pollock, Roy Graham, J. A. Speer.

1902—Tirza Samson, Paul Martin, Roscoe Jones.

1903—Hugh T. Mortin, Isabel R. Irvin, Carlisle McMurdy.

1904—Russell M. Story, James Peacock, Wallace Barnes.

1905—Charles P. Blair, Erma Babcock, Charles Wagner.

1906—Clyde E. Matson, James R. Rhodes.

1907—C. S. Peacock, M. E. Senseman, W. T. Turnbull.

1908—Earl H. Wells, Laura A. Watt, Kenneth P. Gordon.

1909—Harold L. Watt, Elizabeth Whiteman, John W. Hanna.

1910—James K. Quay, Minta Cowden, Tokashi Komatsu.



The “Ravelings” Continued

- 1911—Robert H. Robertson, Martha Clark, George E. Hartsock.
1912—Nancy Hutchinson, Willard L. McCrory, James K. Wilson.
1913—Robert W. McBride, Gertrude E. Kauffman, Sam R. Curry.
1914—John W. Meloy, Stella McClanahan, Ralph L. Bailey.
1915—Albert H. Bell, Eva Carnahan, Robert H. Graham.
1916—Carroll French, Estelle Jeffrey, Tom White.
1917—John S. Baldridge, Isal Eckley, Max Kissick.
1918—Merrill Ady, Mary McClellan, Wilbur F. Douglass.







SPICER
Bus. Mgr.

THE
ORACLE
STAFF



HAYES
Editor.



HOOVER
Asst. Editors



BARNETTE
Asst. Editors



GHORMLEY
Asst. Bus. Mgrs.

16-17



GILLIS



The German Club

Der Deutsche Bund is a peace-loving and studious organization, not a dangerous society of German conspirators, as the uninitiated might suppose. Its aim and purpose is the pursuit of higher learning and the cultivation of the gift of tongues. The Club enjoys great intellectual prestige and an enviable reputation for enjoyable social times. It is one of the most flourishing organizations in Monmouth College. In spite of its exclusive nature and the degree of scholarship required for entrance, this year eleven new members were admitted to its lofty pinnacles.

The work of the German Club has been both interesting and profitable. At the monthly meetings the programs have been conducted entirely in German. Much merriment was sometimes provoked by the vocal contortions and strange mutterings of the performers in their strenuous efforts to discourse fluently in an unknown tongue. Papers have been read on a variety of subjects pertaining to the life and literature of the German people. When the new members were initiated they entertained the Club with a presentation of the German playlet, "Schneewittchen". The Club has also been privileged to listen to an interesting and instructive lecture by Miss Barr.

One of the notable features of this year was the annual Weihnachtsfest held at the home of Dr. Church. The dazzling Christmas tree was loaded down with gifts for each of the delighted members. And the sumptuous repast, served in true "deutscher" style, was heartily enjoyed by all.

President	Jean Young
Vice-President	Vietor Moffet
Secretary and Treasurer.....	Bessie Brush



A. B. L. Roll

Armsby, Marjorie	Graham, Ruth	McCrery, Katheryn
Barnes, Genevieve	Griffin, Frances	Patterson, Gail
Barnes, Helen	Grove, Vada	Patterson, Gladys
Berry, Anna	Hamilton, Esther	Power, Ruth
Bishop, Ruth	Hamilton, Ethel	Prugh, Frances
Brook, Zelpha	Huey, Helen	Quinby, Margaret
Brown, Edith	Irvine, Mildred	Rankin, Marie
Brown, Gertrude	Jameson, Emily	Ross, Eva
Brown, Leila	Jeffrey, Estelle	Schrenk, Clara
Brown, Leota	Law, Helen	Schierbaum, Ethel
Campbell, Helen	Law, Wilda	Spencer, Elizabeth
Clark, Gertrude	Law, Hortense	Spencer, Kate
Comstock, Lucy	Lowry, Reba	Spencer, Lois
Conn, Viola	Lytle, Harriet	Stewart, Hazel
Craine, Beth	Marshall, Vera	Teare, Dorothy
Creswell, Ruth	Megchelson, Florence	Thome, Mary
Curry, Esther	McGrew, Ruth	Turnbull, Anna
Duke, Edna	Meloy, Lucile	White, Caroline
Eckley, Isal	Meloy, Sarah	White, Mildred
Finley, Gailene	Munford, Martha	Whiteman, Louise
Flemming, Elsie	McCornack, Margaret	Young, Jean
Hunter, Elizabeth	McDowell, Marian	Watt, Mary





Aletheorean Roll

Ady, Gertrude	Gibson, Helen	Moore, Marguerite
Anderson, Harriet	Glass, Edith	Mercer, Mary
Anderson, Birdena	Glass, Edna	Richey, Esther
Benson, Grace	Glass, Martha	Ritchie, Helen
Black, Irene	Glen, Ruth	Settle, Gladys
Brush, Bessie	Henderson, Ruby	Smiley, Helen
Bryce, Christena	Henry, Merran	Spencer, Hazel
Butler, Edith	Huey, Grace	Sprole, Faith
Childs, Florence	Lambertson, Nora	Thompson, Martha
Coddington, Leota	Lilja, Ruth	Twinam, Veda
Congleton, Stella	McCain, Evelyn	Wallace, Clara
Cole, Opal	McCain, Irene	Wallace, Elsie
Cowick, Grace	McClellan, Mary	Wallace, Nancy
Craig, Roberta	McConnell, Ruth	Westerfield, Pauline
Daymude, Mildred	McCoy, Helen	Werner, Mabel
Davison, Florence	McCullough, Grace	White, Elizabeth
Douglass, Annabel	McClay, Catherine	Winget, Isabelle
Engdahl, Mildred	Marsh, Ethel	Work, Laura
Fowler, Dorothy	Marshall, Frances	Work, Lida
Gabby, Alys	Milne, Helen	Wright, Mabel





Eccritean Roll

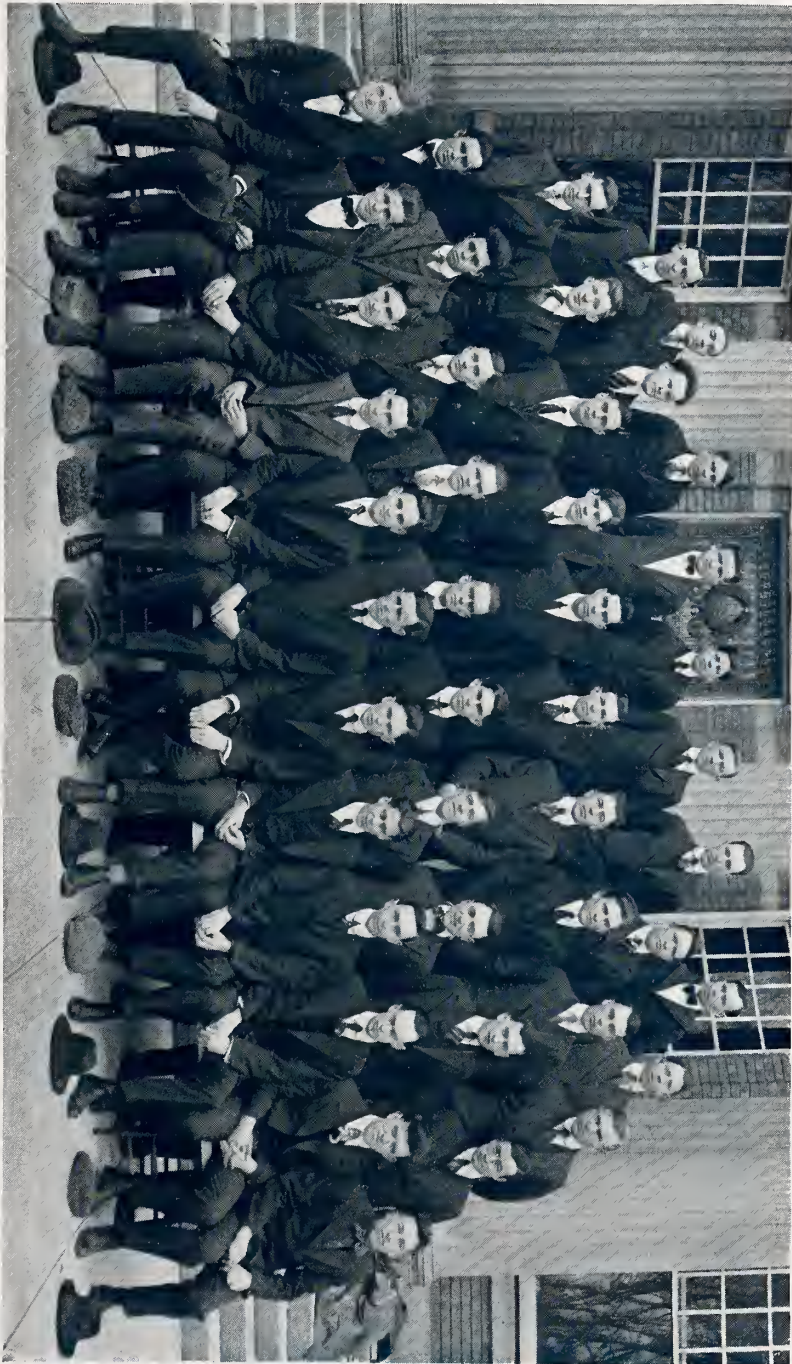
Abraham	Hays	Orr
Ashenhurst	Hill	Quinby
Baldrige	Hoover	Rodgers
Beard	Hutchison, J.	Ross
Britton	Hutchison, P.	Rickey
Brook	Hussey	Rockey
Bryson	Killey	Sawyer
Cobb	King, N.	Spicer
Davis	King, R.	Stewart
Dougherty	Lawhead	Story
French	McCaw	Sunda
Gabby, J.	McCoy	Twinam
Gabby, W.	McCleary	Wilson, C.
Gibson	McCutchan	Wilson, H.
Gillis	McLaughlin	Wilson, R.
Gettemy	Moffet	Wray
Ghornley	Neilson	Whiteman
Graham, C	O'Leary	





Philadelphian Roll

Ady	Dugan	Love
Bailey	Dyer	Lyon
Barnett	Ferguson, P.	Montgomery
Bell	Ferguson, R.	McCartney
Bond	Grattidge	McKee
Beveridge	Graham, R.	McKenzie
Brown	Griffitts	Parr
Boardman	Henry	Ralston
Braucht	Hottle	Reed
Brooks, C.	Hunt	Smith
Brooks, R.	Hunter	Spayde
Buchanan	Holbrook	Spencer
Craig	Jones	Stripe
Dalton	Kelley	White
Davison	Kerr	Woodruff
Douglass, R.	Kilpatrick	Williamson
Douglass, W.	Kissick	Wood
	Leiper	





R. DOUGLASS

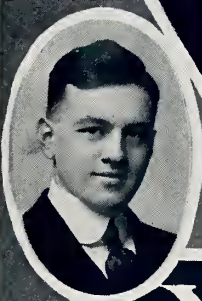


GHORMLEY



W. DOUGHERTY

HENRY



LOVE



SMITH

GILLIS



Y. M. C. A.



P. FERGUSON



W. DOUGLASS

A central logo for the YWCA, featuring a stylized dove in flight with its wings spread, set against a circular background. Below the dove, the letters "YWCA" are written in a large, bold, serif font.

YOUNG

RIGHEY

LAW

CRAIG

HUEY

FINLEY

GLASS

BENSON

WESTERFIELD

MARSHALL



Y. M. C. A.

The work of the Y. M. C. A. holds a distinctive place among the activities of the college. This is so because it supplies what no other phase of school life attempts. Its meetings being exclusively for men allow of frank and open discussions upon all subjects intimately associated with their social or personal obligations. The attempt is made to choose for discussions those subjects universally important, or to obtain speakers with messages relative to life work, or the moral, spiritual, or social welfare. The good average attendance during the past year speaks for itself of the interest taken in these subjects.

The meetings most worthy of mention during the past year were probably those addressed by Prof. Heuse, Prof. Robinson, Mr. Tinker on the Prison Camps, Rev. Barr and Rev. Grier. The special services of the year were conducted by "Dad" Elliott in December and by Rev. J. H. Grier in March. Probably Monmouth College never experienced dwelling among higher spiritual realms than she did during and after the visit of "Dad" Elliott, and although the meetings of Rev. Grier were not so forceful, yet a subtle, deep seated influence will undoubtedly remain among the students.

Social service is also a headliner in Y. M. C. A. work. A number of men have been teaching English to various groups of Chinese, Greeks and Mexicans, which service is gratefully received.

The Monmouth Y. M. is noted throughout the state for its deputation work. This year at least a dozen men have gone as members of teams to various towns in Iowa and Illinois. Much good can in this way be done among boys and young men in rural communities, and those taking part in such work have received invaluable experience.

The membership of the Y. M. this past year was one hundred, this mark being the highest ever recorded. This was possibly due to some extent at least to the new system undertaken, whereby no special fee was required for membership, by which system of voluntary pledging not only the enrollment was increased, but the receipts as well. The total subscriptions from the Y. M. this year, including the budget and other things amounted to about \$425.00.

The past year excelled the previous year, at least, in attendance, the average being forty-five as against thirty-seven for the previous year.



Although we can see where some possible mistakes have been made during the past year, yet generally speaking the Y. M. experienced a successful year. We can only hope and strive for as good or better to follow.

Y. W. C. A.

The purpose of the Young Women's Christian Association is to unite the women of the institution in loyalty to Jesus Christ, to lead them to accept Him as their personal Savior, to build them up in the knowledge of Christ, especially through Bible study and Christian service, that their character and conduct may be consonant with their belief. It shall thus associate them with the students of the world for the advancement of the Kingdom of God.

It is the idea of "Service" that our association has tried to emphasize this year. The year 1916-1917 for the Monmouth College Y. W. C. A. has been a busy one and there can be no doubt that those who set about this service for the happiness of others have found in it happiness for themselves. The committee chairmen have tried to arrange their work so that responsibility was divided among the girls in their committees. The Cabinet has met at different times with the Y. M. C. A. Cabinet to talk over problems and plan a more united work.

Through the efforts of the Bible Study chairman, Sabbath morning devotional exercises have been established at McMichael Home, under the supervision of the Religious meetings committee; these have been led by faculty members and upper classmen.

The "Annual Member" representative from the Central Field Committee from the four associations of Hedding, Carthage, William and Vashti and Monmouth was chosen from our association this year, and Martha Glass has held joint cabinet councils with six or eight schools at Knox, and individual councils with some of the schools.

The Social Service department was this year added to the Cabinet, and the work in the "Sunshine Circle" at Ninth Avenue, begun last year, was carried on under this department. The girls on the committee also visited and read to invalids and old people.

The finance committee found it possible, through the aid of the social committee, to provide funds so that a delegation of sixteen girls was sent to the summer conference at Lake Geneva.

The voluntary study committee has worked in connection with the different Sabbath Schools of the city and has Bible study classes in three of them.



The membership this year was increased to a hundred and thirty-six. Almost every girl in the college joined the association, although the average attendance was not so large as it should have been. Special speakers who were popular were Mrs. McClure, Mr. Grier, Dr. McMichael, Miss Corbett, our Field Secretary, and Mrs. Campbell.

The association contributed \$200.50 to the Y. M. C. A. Prison Camp fund, and sent \$9.75 to George Warner to use in his work. The treasurer's books show a total receipt of \$684.40 and expenditures of \$523.04. To our Y. W. room has been added a new chair for the leader's table as this year's special gift.

The Cabinet for 1917-18 is taking up its work with a new earnestness. They will have the pleasure of working with an enlarged Advisory Board, selected a few months ago. This Board, composed of Mrs. McMichael, Mrs. Stewart, and Mrs. Van Gundy, with Miss Winbigler as Faculty adviser and chairman, has shown a keen interest in the work and will be of great help in many ways throughout the year.

Whatever has been accomplished for the Master's cause this year has been due the guidance and help of Him who will never fail us nor forsake us, and to the continued and co-operated labor of every association girl, and we pray that next year's work may gain much of profit from the mistakes and failures of this year. Our prayer has been,

"Lord help us live from day to day
In such a self forgetful way,
That even when we kneel to pray,
Our prayer may be for others."





First Row: Ethel Hamilton, Mary Watt, Gailene Finley, Mildred Daymude, Esther Richey, Martha Glass, Emily Jameson. Second Row: Marian McDowell, Esther Curry, Edith Glass, Helen Milne, Grace Huey, Pauline Westerfield. Absent: Vera Marshall, Martha Munford, Kate Spencer.

Geneva Club

The Geneva Club is composed of those girls who represented the Y. W. C. A. at the conference held there in the summer of 1916. Last fall the girls met and organized a club for the purpose of perpetuating the inspiration and fellowship of the conference, and also to push the movement during the remainder of their school career. They plan to make this club a permanent feature, taking in all those who attend in the future. The present membership is sixteen, those being the ones who attended last summer. The officers are:

ESTHER CURRYPresident

ETHEL HAMILTONVice-President

PAULINE WESTERFIELDSecretary-Treasurer



The "M" Club

FOOTBALL

Charles Ghormley	Howard Reed	Gerald Braucht
Harold Kelly	Rex Wray	Ralph Ferguson
Bruce Gillis	Ivory Quinby	Merrill Ady
Gail McCleary	Charles Parr	Andrew Rodgers
	Clair Brook	
	Charles Graham	

TRACK

Will Gabby	Harold Kelly	Clarence Britton
Charles Ghormley	Philip McCutchan	Charles Grattidge
	Ben Hill	Wilbur Douglass
	Howard Reed	

BASEBALL

Don McLaughlin	Nick King	Harold Orr
Ted Landgraf	Belford Van Pelt	Harold Kelly

BASKETBALL

Charles Ghormley	Belford Van Pelt	Rex Wray
Victor Moffet	Clarence Britton	Charles Graham
	Ivory Quinby	

TENNIS

Clarence Britton	Rex Wray	Belford Van Pelt
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First Row : Gills, Ghormley, Braucht, Coach Seegeman, Ferguson, Ady, Brook, Douglass, Parr. Second Row : Kelly, Moffet, Graham, Wilson, Gratidge, Britton, Hill, Landrat, Rodgers, McCutchan. Third Row : McLaughlin, Wray, Van Pelt, Reed, King, Gabby, Orr, Quinby.



Sitting: Martha Glass, Elizabeth White, Kate Spencer. Standing: Emmett Jones, James Smith, Howard Buchanan, Merrill Ady, James Woodruff, Wallace Dougherty. Absent: Ralph Douglass, Edith Butler.

Student Volunteer Band

The Student Volunteer Band is part of the Student Volunteer Movement. It is composed of those students who have declared their purpose, "if God permit, to become a foreign missionary." The band is organized in order to make more definite the prospect of the work, to gain the help of association with those of kindred purpose, and, so far as possible, to push the cause of missions in the college and its surroundings. The motto of the movement is "the evangelization of the world in this generation", and with this end in view each member is seeking how best he or she may become a co-ordinate part in this great project.

MARTHA GLASSPresident

MERRILL ADYVice-President

MUSIC





Conservatory of Music

Monmouth College Conservatory of Music occupies an important position in the educational and cultural life of the college.

It has established an enviable reputation for high ideals in musicianship, and for earnest and successful efforts to attain and maintain those ideals.

It has also endeavored to create an atmosphere of musical culture and artistic refinement which cannot fail to influence and elevate the taste and character of its students.

A thorough, competent, and enthusiastic corps of instructors who have spared neither zeal nor labor in their training has brought this department to the high point of efficiency recognized throughout the Middle West.

As a tree is known by its fruits, so Monmouth College Conservatory is proven by its finished products, the artists and teachers which it has developed who are making names for themselves and for the college in the world.

The special advantages offered by Monmouth College Conservatory of Music are, the opportunity to pursue literary subjects under the efficient instructors of Monmouth College; the opportunity to appear in the public and private recitals; the influence of good music; the location of the Conservatory in an accessible, beautiful, and moral small city; a beautiful, comfortable, and moderate priced home for girl students in McMichael Home.

T. MERRILL AUSTIN

Director of the Conservatory. Voice, Interpretation, History, Organ. A. B., Thiel College, 1882; A. M., ibid 1888; graduate of New England Conservatory of Music, Boston, 1887; finishing courses under Fred Sieber and Heinrich Ehrlich, Berlin, Germany; in study with William Shakespeare and Alberto Randegger.

EDNA SMITH

Instructor in Methods (Public School Music). Graduate of Monmouth College Conservatory, 1912; graduate Silver Burdett Summer Methods Course.

E. EARLE FABER

Teacher of Voice, Analytical Harmony and Counterpoint. Graduate of Monmouth College Conservatory, 1915; post graduate work '16-'17; Theory with Royal D. Hughes, Director of Music, Ohio Northern University, summer of '15.





MARIE KETTERING

Teacher of Piano. Graduate of Monmouth College Conservatory, '06; post graduate work with Miss Emily L. Thomas, 1907-'08; subsequent study with Glenn Dillard Gunn, Director of American Symphony Orchestra, '15 and '17.

KATHERIN FINLEY

Teacher of Violin and Piano. Graduate of American Conservatory, Chicago, '08; post graduate work with Herbert Butler, '08-'10, and summer of '12-'13; summer of '14, Emil Herrman, College of Music, Cincinnati; Pupil of Hugo Korschak, Chicago, '15 '16; Piano, Monmouth College Conservatory of Music.

EMILY L. THOMAS

Teacher of Advanced Piano. Graduate of New England Conservatory of Music, '90; Piano with Carl Faelton; post graduate in piano in New England Conservatory with Carl Baermann, 1900; studied in Berlin, Germany, with Leopold Godowsky, '03, '04; continued study with Rudolph Ganz, summer '07; Charles Denner, '11; Ernest Hutcheson, '14.



Miss Emily L. Thomas

After twelve years of earnest work Miss Emily L. Thomas leaves the Conservatory for Seattle, Washington, where she will enter private teaching.

During these years in Monmouth Miss Thomas has graduated many good pianists, some of whom are now occupying prominent positions in Conservatories. She is devoted to her art, and has proven herself a painstaking teacher, as well as a tireless worker, holding high ideals before her pupils.

Through her instigation and initiative the Monmouth Music Club was formed, and she is to be congratulated at leaving the organization in such a condition that its future is unquestionable.

The good wishes of her friends will follow her in the new field she has chosen.



Monmouth College Orchestra

Monmouth College Orchestra has occupied a very important place in the Conservatory this year and has proved itself a successful organization.

It has appeared several times in public at the different College functions and once at the Presbyterian Church, each time giving a creditable and deserving account of itself. Its crowning feature, however, was when it appeared with the boys' Glee Club at their annual Home Concert, assisting them materially in the reproduction of their opera, "An Act of up to date Grand Opera"; also when it furnished the music for the May Party. The orchestra is now on a firm footing and can be available for any public or college function.

The success of this organization has been largely due to the earnest and steadfast efforts put forth by the director Miss Katherin Finley, Instructor of Violin in the Conservatory.

First Violins: Gail Patterson, Robert Hume, Florence Mosher, Mildred McKelvey, Geneva Brazelton, William Hogue, Lillian Ireys.

Second Violins: Andrew Rodgers, Vada Grove, Ethel Peterman, Theodore Witt, Clara Wallace, Elsie Wallace.

Clarinet: Theodore Landgraf.

Trombone, Rockwell Barnett.

Cornet: Rudy Cooper.

Flute: David Livingston.

Pianist: Gladys Patterson.



Boys' Glee Club

One of the best known musical organizations of Monmouth Conservatory is the Boys' Glee Club, consisting of eighteen of Monmouth College's best male voices. They have made their appearance many times both before the college and the general public, and have won hearty applause for the selections they have rendered.

Reports are that concerts given while touring through the east were well received by large and highly pleased audiences, and that the club is one of the best that Monmouth has ever put forth. During their trip they were accompanied by Miss Marie Kettering, pianist, and Miss Katherin Finley, violinist, both of whom received much praise; also, Mr. Ralph Douglass, cartoonist, added much toward the success of the concerts.

The boys have been enthusiastic and loyal in their work and the result is one which brings much pride to the conservatory. Much credit is due to Mr. E. Earle Faber, director of the club.

MEMBERS

First Tenors—Jay Kelley, Clair Brook, Cecil Wilson, E. Earle Faber.

Second Tenors—Rudy Cooper, Dwight Dyer, Dean Whiteman, Belford Van Pelt.

First Bass—Ralph Douglass, Ivory Quinby, Ward Dalton, Robert Griffiths, Ernest McKelvey.

Second Bass—Leland Henry, Harold Orr, Glenn Shaver, Charles Parr, George Stewart.

OFFICERS

JAY KELLEY	President
RALPH DOUGLASS	Secretary-Treasurer
MARIE KETTERING	Accompanist
E. EARLE FABER	Director



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Monmouth College Glee Club

SOLOISTS

Miss Katherin Finley, Violin J. D. Kelley, Tenor E. Earle Faber, Tenor
Miss Marie Kettering, Accompanist Ralph Douglass, Cartoonist
Leland Henry, Reader

PROGRAM

"What from Vengeance?" (Lucia di Lammermoor") - *Donizetti-Shattuck*
GLEE CLUB
Tenor Solo—"Macushla" - - - - - *MacMurrough*
MR. KELLY
"Honey Town" - - - - - *Widener-Robinson*
GLEE CLUB
Violin Solo—"En Bateau" - - - - - *De Bussy*
"Humoreske" - - - - - *Dvorak*
MISS FINLEY
Reading - - - - - Selected
MR. HENRY
"The Jolly Blacksmith's Lay" - - - - - *Geibel*
GLEE CLUB

PART TWO

"Fireside Songs" - - - - -
GLEE CLUB
"On the Sea" - - - - - *Buck*
FABER, COOPER, DALTON, HENRY
Tenor Solo—"Calm as the Night" - - - - - *Bohm*
MR. FABER
"Chalk Talk" - - - - -
MR. DOUGLASS
Violin—"Hungarian Dance in G" - - - - - *Brahms-Joachin*
"Ave Maria" - - - - - *Schubert-Wilhelmj*
MISS FINLEY
"Flag of Our Country" - - - - - *Geibel*
GLEE CLUB
College Songs - - - - -
GLEE CLUB



First Row: McKelvey, Orr, Dalton, Faber, Douglass, Wilson, Quinby, Second Row: Brook, Henry, Stewart, Whiteman, Shaver, Parr, Third Row: Dyer, Van Pelt, Griffiths, Cooper, Kelley.



Spring Hill, Ind., March 28; Xenia, Ohio, March 29; Sugar Creek, Ohio, March 30; Jamestown, Ohio, March 31; Cedarville, Ohio, April 3; Springfield, Ohio, April 4; Somonauk, Ill., April 5.



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First Row: Church, Douglass, Glass, Fowler, Berry, McCain, Argo, McGrew, Sorole, Second Row: Thome, Watt, Hamilton, Henderson, Wisdom, Lamberton, Lowry, Meloy, Patterson. Third Row: Mercer, Bishop, Widger, Schierbaum, McConnell, McCornack, Daynude, McDowell. Last Row: Young, Lytle, Graham, Huey.



Girls' Glee Club Program

"With Courage and Faith" (Coronation March) - - - *Myerbeer*
GLEE CLUB

Reading - - - - - Selected
RUTH GRAHAM

(a) "Tell me, Bewitching Maiden" - - - - - *Nevin*

(b) "Before the Day Break" - - - - - *Nevin*

(c) "Mighty Lak a Rose" - - - - - *Nevin*

GLEE CLUB

Piano Solo - - - - - Selected
MARY THOME

"Pohono" (Evil Wind) - - - - - *Indian Lullaby*
GLEE CLUB

Solo - - - - - Selected
GENEVIEVE ARGO

Gems from the "Fire Fly" - - - - - *Friml*
GLEE CLUB

"Lovely Night" (Tales of Hoffmann) - - - - - *Offenbach*
GLEE CLUB

Duet—DOROTHY WIDGER and LOIS FOWLER

Reading - - - - - Selected
RUTH GRAHAM

"Wynken, Blynken and Nod" - - - - - *Nevin*
GLEE CLUB

Soprano Solo—DOROTHY WIDGER



Girls' Glee Club

Never before has the Girls' Glee Club played such a successful part in the Conservatory as the club of this year. The popularity of the club and the enthusiasm exhibited in it have been demonstrated by the large number who have enrolled, all of whom have been so faithful and eager to do their best. They have sung several times at the chapel exercises, but made themselves more favorably and generally known to Monmouth audiences with their Home Concert, which was a most decided success.

This spring the girls toured through Illinois and Iowa, rendering nine concerts in all; each time they made Monmouth College famous to all who heard them.

Mr. E. Mark Wisdom is to be congratulated upon the manner in which he directed the club.

The members of the club are: First Soprano: Ruby Henderson, Reba Lowry, Ethel Hamilton, Anna Mary Patterson, Marian McDowell, Ruth McConnell, Dorothy Widger, Harriet Lytle. Second Soprano: Nona Lambertson, Mildred Daymude, Grace Huey, Jean Young, Annabel Douglass, Martha Glass, Faith Sprole. First Alto: Margaret McCornack, Mary Thome, Mary Watt, Ruth Graham, Ruth McGrew, Mary Mercer. Second Alto: Genevieve Argo, Evelyn McCain, Sarah Meloy, Ruth Bishop, Anna Berry, Lois Fowler, Helen Church.

MARTHA GLASS	President
SARAH MELOY	Vice-President
ETHEL HAMILTON	Secretary-Treasurer
MARY THOME, MARTHA GLASS	Accompanists
E. MARK WISDOM	Director



Graduating Recitals

Dora Hughes Kettering—Violin	
Grace Martin—Voice	May 22
Mary Thome—Piano	
Howard Beard—Voice	May 25
Mildred French—Piano	
Lois Fowler—Post Graduate Voice	May 29
Helen Huey—Piano	
Gertrude Brown—Voice	June 5

Monmouth Music Club

The Monmouth Music Club was formed three years ago for the purpose of bringing better artists to Monmouth, and for establishing suitable occasions for the bringing together of local musical talent.

Besides co-operating with the college in the support of the Artists' Course, the music club has in its three years of activity brought to Monmouth, Evan Williams, tenor; and Tilly Koenan, Dutch contralto.

Although not strictly a college organization, many of the Conservatory are active members, and during the three years a number of most interesting recitals have been given, these occurring during the school year.

All meetings are held in the College assembly room. Officers for the following year are:

DR. H. W. CHURCH	President
MRS. FLORENCE BRADY STEVENSON, MISS KATHERIN FINLEY	Vice Presidents
MISS MINNIE SEARLES	Secretary
MR. JOHN SCHNURR	Treasurer

Artists' Course

Through the management of Professor T. Merrill Austin, Monmouth music audiences have had the pleasure of hearing during the past winter the following famous artists:

Zoellener Quartette—October 4.
Arthur Hartman—October 24.
Heniot Levy—February 9.
Augusta Lenska—March 16.

The Art Department

This has proven another profitable year in the Art Department of Monmouth College. Miss Nesbit has a large display including both painted china and water color work which is of great interest to those who desire to see beautiful work. There are forty girls taking work under her, many of whom have made exquisite articles in china and water color. Miss Nesbit's studio is one of the popular places on the campus for all the girls of the school, for she is a friend to all, as well as a teacher, making the work most fascinating.

Not long after spring the Dormitory girls of the department enjoyed a spread at the studio.

Although there has been a shortage in china, caused by the war, this has not affected the ardor of the students.



SOCIETY





MAY DAY

19



16



FESTIVAL





May Party 1916

Once more spring has come and the lovers of nature seek the open fields and green woods. The call of wild flowers and happy days spent in the open is heard by all. In spite of all good intentions lessons lose in interest and classes are merely necessary evils. To celebrate the departure of cold winter the girls of the college present a joyous dance. On the evening of May twnty-ninth they assembled before Wallace Hall to give a tribute and greeting to the return of spring. A number of friends, both college students and townspeople came to witness and enjoy the pleasure with them.

The plan adopted by the girls was the representation of a day in May. First the dawn appears and displays the lovely colors of breaking day. When morning has fully arrived, the Spirit of Spring enters and awakens the sleeping flowers. They arise and meet and usher in the Queen of the May and her attendants. She is crowned and the happy day progresses. The wood nymphs appear bearing with them the May pole. Around it they dance and wind it with the green and white ribbons, the symbols of spring. The spirit of the wind comes and calls all the echoes to join in a happy frolic together before the green. The bright sunbeams play about before the throne and increase the pleasure of the occasion. When the day is nearly over the spirits of night approach. With stately step they signify the close of the joyous day. At the close the moon appears and brings to an end the happy celebration.

The annual May Party of Monmouth College is over for another year. Only the happy memory of a pleasant evening remains, but it is a memory which all will treasure and look back upon many times with pleasure. The approach of spring will always help to recall the joyous times of the May festivals.

Miss Clara Hardin was elected May Queen for 1916, and was attended by Miss Edith Glass, as Maid of Honor.



Senior Class Play

“Twelfth Night”

TUESDAY, JUNE 6, 1916

CAST OF CHARACTERS

Viola	Clara Hardin
Olivia	Margretta Gardiner
Maria	Bernice Gilmore
Duke Orsino	Lawrence Teare
Malvolio	James McCoy
Sir Toby Belch	Carroll French
Sir Andrew	Clark Warfield
Fabian	Harold McConnell
Clown	Hoy McElhinney
Sebastian	James Burkholder
Antonio	Henry Hastings
Roberto	Henry Eddy
Valentine	Thomas Newcomb
Priest	James Pollock
Curio	Orville Britton
Officers	Daniel Smith, Glen McGrew



Girls' Literary Society Breakfast

Wednesday of Commencement Week is the annual time for the breakfasts of the girls' literary societies. At this time many friends and alumnæ are present, and it is an occasion of renewing old friendships as well as reviving interest in the work of the societies. The seniors of the organizations are the guests at this time, and are presented with their literary society diplomas.

ALETHEOREAN PROGRAM

The Gardener	Edna Glass
The Crimson Rambler	Mary McClellan
The Other Roses	Mary Pinkerton
To the Seeds	Merran Henry
To the Fragrance.....	Grace Huey
The Fountain	Edna Hastings
To the Rose Garden	Miss Kathyne Phelps

A. B. L. PROGRAM

WALLACE HALL

The Architect	Ruth Graham
The Foundations	Mrs. Hawk
The Pillars	Gailene Finley
Music	Eva Carnahan
Cupalo	Dora McFarland
To the Latest Addition	Louise Whiteman
To Wallace Hall	Miss Lois Barnes



Philo Banquet

The annual literary society banquets are always among the most enjoyable of the social events of the Monmouth College year. This year the Philo Banquet was held on Friday evening, November third, at the Colonial Hotel. Rev. J. F. Jamieson acted as toastmaster. The program follows:

Invocation.....	Dr. T. H. McMichael
To the Contestants	Lee Bright
Responses	Contestants
Vocal Solo—"One Fleeting Hour".....	Lee Miss Leila Willson
To the Ladies	Ralph Ferguson
Response	Miss Martha Glass
To the New Men	Bruce Buchanan
Response	Ray Graham
Quartette—"Summer Lullaby"	Gibson Messrs. Cooper, Faber, Bright and Henry
To Old Philo	Loyal Tingley



Eccritean Banquet

The annual banquet of Eccritean Literary Society in honor of the contestants was held in the Monmouth Commercial Club on Thursday evening, November ninth. The room and tables were beautifully decorated and a very enjoyable evening was spent by all those present. After the bounteous dinner the toast program was given.

Toastmaster	Ernest McCaw
To the Election	Nick King
To the Judges	Euclid Cobb
Vocal Solo	Miss Harriet Lytle
To the Candidates	Clarence Britton
Response	Contestants
To the New Voters	Philip McCutchan
Response	Clarence Dougherty
Music	Eccritean Quartette
To the Suffragettes	Dean Whiteman
Response	Jean Young
To the Old Guard	Gail McCleary
Response	Judge Grier, '74



Y. M. and Y. W. Reception

The first all-college event of the year is always the reception given by the Christian Associations on the first Saturday evening after registration. The object of this social event is to become acquainted, and with this end in view the program was arranged. To meet the new students and give them some idea of our college life was the idea of the evening. Short "talking" dates were arranged for by filling out the programs which were distributed. At the close of the evening refreshments were served.

This evening together gave the new students an opportunity to meet both new students and old ones. The occasion was a most enjoyable one from all points of view.

DORMITORY HALLOWE'EN PARTY

Once more McMichael Home has been the scene of merriment in honor of Hallowe'en. Once more girls in the guise of spirits, gypsies, ghosts, witches and various nationalities have wandered through our halls. Met at the door by ghostly figures they were directed by outstretched arms through the halls to the gymnasium. In the weird light the merry party drifted to and fro, sought their friends, and endeavored to discover their fates in the booths prepared for fortune telling.

Before the evening was half over the order to unmask was given.

The crowd then witnessed a representation of Henry VIII and his wives. The causes of their fates and the punishments themselves were depicted with thrilling reality. Henry's punishment was also depicted to the interested spectators. After these gruesome sights the guests and the hostesses were glad to return to such well-known things as "eats". The girls of the dormitory served pumpkin pie, coffee, doughnuts, and apples. The girls all enjoyed the affair and rejoice that the Hallowe'en party has become an annual affair.

DORMITORY RECEPTION

For the second time in its history, on the evening of December ninth, McMichael Home opened its doors in honor of the boys of Monmouth College. As each boy entered the building the name of some girl was pinned on his back. By questioning his friends he was to find the young lady and escort her up to the gymnasium. When there, they were divided into groups each of which represented a moving picture company and was required to present a play for the enjoyment of



the company. Some very original and interesting scenarios were worked out during this part of the program. The guests were then invited to the dining room where sandwiches and chocolate were served. The rest of the evening was spent around the fire place with music and conversation for entertainment. At a late hour the boys departed, declaring the girls of the dormitory to be excellent hostesses.

TOWN GIRLS ENTERTAIN

For the past three years the town girls of the college have been entertained at a Hallowe'en party by the girls of the dormitory. This year they returned the favor by an elaborate entertainment at the home of Miss Helen Milne on Saturday evening, December sixteenth. The affair partook of the nature of a Christmas celebration; the decorations were beautiful and carried out the idea of the holiday season. The large attic held the Christmas tree and it was around this a part of the fun gathered. Gifts were provided for each present and quaint verses or rhymes accompanied each. At a late hour the girls of McMichael Home returned, voting the resident girls of Monmouth splendid hostesses.

FACULTY RECEPTION

After a lapse of one year the faculty returned to the custom of entertaining the student body on the first Saturday night after the Christmas holidays. It is an occasion when all the students come together and enjoy an evening with their professors. The company, as it assembled, was divided into groups, and each group was provided with some form of amusement. Competitive "stunts" of various descriptions were afforded. When the fun of this sort was over prizes were presented to the winners by Miss Winbigler. Refreshments were then served the guests by the faculty, and after singing some college songs the pleasant affair came to an end. Each one who attended departed from Wallace Hall that night rejoicing that this year the faculty reception had not to be continuously "indefinitely postponed".



Town and Gown Banquet

For many years the twenty-second of February has meant much in a social way to the faculty and students of Monmouth. On that day the classes have been accustomed to celebrate, each class by itself. This year the usual custom was set aside and a banquet of the faculty, students, citizens of Monmouth, and all friends of the college was held. This Town and Gown banquet was for the purpose of starting the endowment campaign with enthusiasm. It was held in the basement of Wallace Hall and between four and five hundred were served. Each class had a table decorated with its colors. Class spirit was shown by the songs and yells which were indulged in between the courses. Popular and patriotic songs were printed in the program and in the singing of these all took part.

The entertainment was planned by a committee composed of representatives from each class and the faculty, who met and worked with a committee from the town people. The affair may be considered a success in every way and no one who attended was sorry that for this year the separate class "stunts" had been dispensed with. The Town and Gown banquet of February 22, 1917, will linger in our memories as one of the pleasantest social functions of our college life.

The toast program was given at the close of the banquet, representatives from townfolk, alumni, faculty, and classes making speeches. All were interesting and enjoyable.

ToastmasterPresident T. H. McMichael
Monmouth an Her CountryJohn H. Hanley, '85
Monmouth and Her Home TownHenry B. Safford
Monmouth and Her Workmen..... Prof. L. E. Robinson
Monmouth and Her Raw Material—

President of the Student Body.....Clarence Britton
Senior ClassMax Kissick
Junior ClassEuclid Cobb
Sophomore ClassGrace Benson
Freshman ClassFrances Prugh
Monmouth and Her Finished Product—

President Alumni AssociationSenator C. F. Buck, '90
Wallace J. Black, '07; Wm. Galloway, ex '02; Rolland J. Hamilton, '00



Junior Class Play

The Class of 1918 chose as their play the popular comedy "Green Stockings". For several weeks the cast and their director worked hard to produce the play in the best manner possible. The great success which they achieved will be remembered for a long time by those who witnessed the performance Tuesday evening, April twenty-fourth. Each member of the cast took his or her part in a commendable fashion. The play, interesting and humorous throughout, held the entire attention of the audience.

CAST OF CHARACTERS

Madge	Ethel Hamilton
Lady Trenchard	Hortense Law
Aunt Ida	Nancy Wallace
Phyllis Faraday	Vera Marshall
Bobby Tarver	Rex Wray
James Raleigh	Arthur Kerr
William Faraday	Leland Henry
Admiral Grice	Charles Parr
Henry Stiele	James Hutchison
Celia Faraday	Marian McDowell
Colonel Smith	Robert Wilson



The Call of the Flag

BY RUTH GRAHAM

On Thursday, September 28, during chapel period were held the dedication exercises of the new flag pole. An address was delivered by Col. D. J. Palmer, after which the flag was presented to the guard of honor by Capt. William James, donor of the pole. The flag was escorted to the pole where it was raised by Capt.

James before an audience of several hundred people, college students and school children. The following is an essay read upon this occasion.



"The Flag is passing by,
Blue and crimson and white it shines
Over the steel tipped ordered lines
And loyal hearts are beating high,
More than the flag is passing by."

"Wounded men and sinking ships,
Cheers of victory on dying lips,
Pride of glory, honour—all—
Live in the colors
To stand or fall."

We all hear the call of our country and thrill with pride when we salute our flag, the stars and stripes. "Our country is born into us, like our eyes or our hair or our voice." It is a wonderful thing, this feeling of love for country and it is something a country cannot live without. But when we realize the time and money it has taken, the wisdom it has called for, and the lives that have gone to make these stars and stripes stand for what they do, we stop perhaps and salute again with a feeling greater than pride, a reverence for a flag which means freedom and honor, the insignia of America.

One hundred and thirty-nine years ago the continental congress adopted the immortal resolution "Resolved that the flag of the United States shall be thirteen stripes, alternate red and white, that the union be thirteen stars, white on a blue field, representing a new constellation." And thus it has remained with only the change in number of the stars now forty-eight representing as many states. Once she was almost torn in shreds by civil strife and often she has been imperilled by foreign powers, but always she has floated again on a united nation, firm in one resolve—to keep her unspotted and whole. The constellation has kept its place in the firmament and the stars shine with a truly illuminating light.



To Betsy Ross goes the honor of making the first American flag and to men such as Washington who carried her in triumph to Yorktown, Jackson at New Orleans, Lincoln, Grant and Sherman who bore her through Sumpter and on to Appomattox, through the darkest hours of our history, and to thousands of others who although unknown gave their lives, to men such as these, goes the glory of keeping her whole. On the sea John Paul Jones is given the honor of hoisting the first American flag. We also find Perry who opened the doors of Japan to the Stars and Stripes; Farragut defeating confederate forces in Mobile Bay; Dewey at Manila, avenging the destruction of the Maine; the heroic defense of Fort McHenry which proved to the anxious watcher, Francis Key, that "our flag was still there", and resulted in the composition of our national song "The Star Spangled Banner". And so on and on our record shows sacrifice, bravery, and genius. It is little wonder that we Americans honor the results of such efforts. And there is plenty else left for us to do. It is left for us to keep aloft this flag which our forefathers dared so much for. The Red, White, and Blue must not only be honored in this country where it floats in recognized authority over capitals, schools, and monuments; if we would keep it true, it must be recognized in all countries. The Stars and Stripes must stand for protection always and no flag of another country must mean more safety to an American citizen than our flag.

We all know the sad story of Philip Nolan, "the man without a country", how he at the very last, having been deprived for years of even mention of the United States said, "There cannot be a man who loves the old flag as I do, or prays for it as I do, or hopes for it as I do." His friend wrote, "He had made a shrine of the box he was lying in. The Stars and Stripes were triced above and around the picture of Washington. The dear old boy saw my glance and said with a smile, 'Here you see, I have a country'."

He paid dearly for his disloyal moments and so would every American, for whatever the differences on many things, deep in the heart of each one lies a real love and loyalty to the flag; and surely such a past cannot but result in a future equal to it. If with this love and loyalty are combined wisdom and courage, the Stars and Stripes will float as life lasts a sign of freedom and protection.

Any American traveler on a foreign land can tell of the unexplainable feeling which comes, when on the return, the Stars and Stripes are seen floating in the harbor for the first time. It is a feeling of ownership and service combined and brings with it a siege of home-sickness so that one cannot but respond to that call of the Flag and say with Van Dyke,

"So it's home again and home again
American for me.
My heart is turning home again
And there I long to be.
In a land of youth and freedom,
Beyond the ocean bars,
Where the air is full of sunlight
And the flag is full of stars."



Monmouth Girls in '17

Thru ages all, men have heard the call
That's sent them forth to war,
The call that summons to win or fall
As others have done before.

And now in the midst of a peaceful year
Comes that same old battle cry,
The call to leave the things most dear
To follow when "the flag goes by."

Now our boys respond as in days of old
And rally round their flag,
With hearts akindled and spirits bold,
And footsteps that do not lag.

We're proud of the men who'll give their best
And answer the call to arms;
Like the "boys in blue" they'll stand the test,
And may they suffer no harm.

And to those who go to till the soil,
Hats off, yes one and all,
For by hard work and wearisome toil
They answer their countries call.

Old Monmouth has ever done her share
In the time of her country's need,
In the time when there's need of burdens to bear,
Of daring and noble deeds.

She's taught her men that lesson true
Of Service and of Right,
That follow their flag of red, white, and blue,
Let whatever come that might.

So we give our tribute and our homage pay,
And may this our prayer be
'God protect our men from day to day
As they serve humanity."

MISCELLANEOUS





DOWN ON
THE



MISSISSIPPI





LAKE



Sunset, Geneva Lake, Wis.
1941.



GENEVA

1946







Monmouth College of Fussing

COURSES 1916-1917

- I. Introduction to Monmouth Girls. Throughout the year T. W. Th. F. 9:00. Credit four hours. Prof. Phillip McCutchan. General instruction in the rudiments of fussing. Laboratory twice a week.
- II. Making a Hit. Throughout the year, S. M. T. W. Th. F. S., all the time. Prof. Annabel Douglass. (Open to girls only). Credit eight hours.
- III. Week Ends. Both semesters, F. S. S., 7:30—10:15. Credit three hours. Prof. Elizabeth White.
- IV. Special Instruction (Private lessons to be arranged).
How to avoid "lock-ins"—Prof. Mamie Blatt.
Out of Town Fussing—Prof. Claire Brook.
Town Fussing—Prof. George Stewart.
Geography Fussing—Prof. Hortense Law. (An intensive study for four years).
How to act gracefully in McMichael Home Parlor—Prof. Davis.
Occasional Fussing—Prof. Ernest Hays.
Long Distance Fussing—Prof. Eva Ross.
Constant Fussing—Prof. James Hutchison.
Faculty Fussing—Prof. McCorkle.

CHEMISTRY NOTE BOOK

YEAR 1916-1917

Edited by Wilson Wilkin, A. H. S., 1915; M. C., 1920.

No copyright. If you can get anything out of it you have my sympathy.

Dedicated to my Lab. Partner, "Miss H. Milne", who has been a great source of help in the preparation of the contents.







Selected Hims

"Oh, Happy Day that Fixed My Choice....	Marian McDowell
"I Need Thee Every Hour".....	Esther Richey
"How Firm a Foundation".....	Grace McCullough
"Be Ready When He Comes".....	Mamie Blatt
"Work for the Night is Coming".....	Frances Prugh
"Just As I Am"	Ruth Graham
"Draw Me Nearer"	Wilda Law
"Love Divine"	Helen Barnes
"O! Love that Will Not Let Me Go".....	Leota Brown
"Safely Through Another Week".....	Mildred Irvine
"Throw Out the Life Line"	Mary Watt
"I Was a Wandering Sheep"	Faith Sprole
"Angel Voices Ever Singing".....	Girls' Glee Club
"A Charge to Keep I Have".....	Miss Brownlee
"Abide With Me"	Vera Marshall
"Blest Be the Tie that Binds".....	Emily Jameson
"Almost Persuaded"	Zelpha Brook
"Forsaken"	Gladys Settle

Clear enough, is it not? It would seem that the Allies' left is trying to move around the Germans' right, but the Germans' right is also moving around the Allies' left. Now if the left of the Germans' right moves around the right of the Allies' left, then what is left of the Germans' right must be right where the Allies' left's right was right before the Allies' left, then the left is left right where the right was right before the left's right left the right's left.—*Ex.*









Society for Reciprocal Commiseration

OBJECT: To establish bonds of sympathy and mutual uplift in lonely hearts.

MOTTO: "Misery loves company."

SOCIETY COLORS: Blue.

MEMBERSHIP: This society shall be composed of two sorts of members, Regular and Associate.

I. Regular members shall be those who have been separated from dear ones by unfortunate courses of circumstances.

II. Associate members shall be of those who are commonly known as grass widows, and shall only be received when the society is convinced of genuine sorrow and blamelessness.

INITIATION: When, after due process of time, during which unmistakable intentions have been exhibited, one becomes bereaved, he or she shall be considered as having fulfilled the conditions of membership.

BILL REEDPresident

VIOLA CONNVice-President

Emily Jameson

Reba Lowry

Martha Glass

Russell Dugan

Nancy Wallace

Margaret McCornack

Robert Wilson

Marian McDowell (dropped)

Eva Ross

Helen Milne

NOTE: If the war condition holds the membership of our organization may take a sudden leap.

Miss Barr to R. Douglass—"Mr. Douglass, you are a man after my own heart."

"Lovers of themselves become without a rival."—*Bacon*.



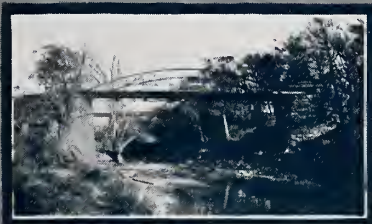


IN
THE

GOOD



OLD



SUMMER



TIME



Ode to Girls' Gym Exhibition

"The girls in Monmouth College are graceful, lithe and slim,
And they owe their dancing knowledge to Miss Paul who teaches gym.
So to show off these prodigies an exhibit long was held
Where slender sylphs did wondrous things which grace and beauty spelled.

'Twas Tuesday night;
The moon shone bright;
College girls fair
Were dancing there.
The boys came out
The gym about.
Mrs. Doc got mad
And Doc felt sad.
The boys got called;
Somebody bawled!
"O drat that noise!
Those awful boys!"

WHO WANTS TO KNOW?

"Who brought the dumb-bells down last night?"
Miss Brownlee asked in accents glum.
But the girls refused to give her light,
And the bells—well they were dumb!

Miss Barr—"The process of study seems to be becoming a past art."

Jim H.—"Did you work during vacation, Hume?"

H.—"Yes, I read a book report."





Girls' Gym Classes

Gymnasium is an exercise given to College girls to make up for lack of home duties such as mopping the floor, beating rugs, and doing the family washing. In some colleges it is thought necessary for only the under classmen to receive this blessing. But in M. C. the philanthropic authorities have extended the privilege to the upper classmen, who enjoy it immensely as an addition to their other work. The full knee bend, oriental dancing, and butterfly polka uplift the girls moally, mentally and physically, and make the upper classmen more pleasing for the Faculty to look at in the daily chapel service. All girls are required to take this training unless they are suffering from diseases accounted more serious than wooden legs, diphtheria and spinal meningitis. Any one who is deceased is exempt, however, altho she must read two books on the subject and get a doctor's certificate.

Someone has thought of the enormous amount of time wasted by the men of Monmouth College upon superficial things. Take dress for instance. When you see a young man with perfectly adjusted tie, just stop to consider the amount of time and trouble expended in the aforesaid adjustment. At the very least it probably took him 5 minutes to arrive at the desired perfection in manipulation so unassumingly pleasing to the eye. At this rate, 150 men of Monmouth College spend 750 minutes a day arranging their ties. In a year they spend 273,250 minutes, or 189 days out of the 365. Of the remaining 176 days of the year, we would like to know how many are spent by the girls fixing things that button up the back?

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(For further information see Will Gabby)





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JUSTIN LOOMIS VAN GUNDY, A.B., A.M., PH.D.

DAVID CARL SHILLING, A.B., A.M.



EDWARD OTTO HEUSE, B.S., A.M., M.S., PH.D.



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When Doc gives a chapel speech.

When your girl orders a two bit sundae and you only have twenty cents.

When some one runs off with your new tie.

When "she" does not write for a week.

When your little bluff fails to work.

When you are notified to call at the bank.

When some one has beat you to the "engaged room".

When the *pater familias* blows in unexpectedly and investigates his son's educational routine.

When you meet "her" just leaving with the other fellow.

When you get a date you can't help, and can't ditch it.

Vera—"Ghormley seems very preoccupied today. He went by without speaking to us."

Jim—"You will have to excuse him. He's in love."

Vera—"He isn't either. He's married."

Students of the Biology department wish to announce that the true relationship between the animal and vegetable kingdoms has at last been found. It consists in that delicacy commonly known as "hash".

Prof. Shilling (after springing that one that grandfather used to tell)—"This is the time for the class to laugh. Haven't you been here long enough to laugh at the teachers' jokes even if you don't see the point?"

EDITORIAL



"A word
with you"



Editorial

When it fell to our lot to edit an annual it also became our province to consider what should enter into our book. Since this is a year-book it may not be improper to sum up briefly some of the details and tendencies which we have noticed during this year. Such of these as are individual characteristics are common to most of us; some may apply to the school as a unit. If we can, by a thoughtful introspection, turn the thought of some others to these same things, it may do something toward establishing ideals and increasing efficiency for our school organism.

In college we have a little world which for the sake of discussion we distinguish as a separate social unit, or organism. Now an organism has been defined as "any whole whose parts are related reciprocally as means and ends". We are, then, quite aware that we cannot live to ourselves; certainly not the least part of our life in any context is the making of acquaintances, and the cultivation of friends. Since we are inter-related, our experience is largely common, and we can speak with a certain degree of accuracy for all, considering our own observations as fairly typical.

* * * *

We speak very glibly of our college spirit, yet it is sometimes to be wondered how much we think of the significance of that term. The term is used to denote a quality which depends for its persistence upon the student body. We have been very fortunate in our predecessors, for they have left us ideals of sportsmanship, and student life, but it seems frequently that we fail to realize just what responsibility devolves upon us for passing this spirit along. Thoughtlessly we do things and acquire habits that cannot but have a derogatory effect upon this "soul" of the school; each of us is individually responsible for the growth of the school ideal. Too often we speak of school spirit as having to do only with the way in which we meet other schools in contest; this, however, is simply the manifestation of an underlying essence which embraces all phases of idealism and desire to be fitted for life work. Our college spirit cannot be a stable quantity; therefore, if we would not see it in retrogression, let no year pass that marks not some raising of the standard, some loftier conception of the function of education; and in thinking of big things let us not neglect the details of which they are constructed.



Were we heading this paragraph we might call it "no conformity for conformity's sake." There is a stage where the individual works out his own salvation, not depending for his views upon another, nor denying to that other the same privilege; this is the point where the individual, with highly developed personal initiative, is enabled most completely to enlarge his function in society. Time and again when it was to our advantage to go through with something by ourselves, or when we could have profitably dispensed with some mere waste of time or resources, we have spinelessly gone with the crowd, and we have caught others doing the same thing. In every grade of school life this is the cause of failure, simply the inability to manage one's own affairs irrespective of criticism. When one person is unaffectedly himself, he always seems to make good in the end. Wouldn't such a plan work for us, too?

* * * *

In the multifarious pursuits of college life we become so "keyed up" with the idea of hurry, that our every activity is permeated with it. Probably at no point is this so fatal as in our studying; such a restlessness grips one that he passes from one subject to another without doing any one justice; in extreme cases (all know how hard they are to find) this takes the form of the desire to be always going somewhere. When, in such cases, nothing else is available, studies are taken to as a last desperate resort. Doubtless one of the greatest things to be developed in college is the ability to substitute a habit of thoroughness for perfunctoriness.

* * * *

In considering some phrase to epitomize a constructive program for another year we have decided upon the familiar term "co-operation". Under this head many problems of our college life and general attitude can be confronted.

First, we would urge the co-operation of student with student. "Team play" is not a bad translation of the word. Following the analogy we may consider the process by which a united front can be presented to opponents. Confidence in the other members of the squad is a leading factor in success. Each member must strive toward a greater effort, to profit by every failure, and to induce a keen, but friendly competition. Self-respect and respect for others are essentials. Condition is a requisite, and the responsibility of example rests upon leaders. These are some of the things which compel every man to do his best. A real team spirit will improve the general efficiency of play, and that of each member will be a reflection of it. Efficiency of scholarship depends much upon what is required by the general tone.



A second phase in which co-operation could play a saving part is that of the social side of our college life. We see excellent examples of this in the various groups which seem to form by some natural centripital force. But on every hand complaint has been made that for the student body as a whole social life has become largely null. It would be useless to deny this; but where does the cause rest? Blame has been plentifully bestowed, but no one has volunteered to assume it. We believe a clear path for the future can be opened by dividing the trouble among all the students. While feeling that the whole student body should have more social acquaintance, an astonishing lack of individual initiative has prevailed. It is the advantage of a small college for one student to know all the others. This is the Monmouth tradition and cannot pass if everyone undertakes the personal obligation.

Lastly, we would consider the possibilities of student co-operation with faculty and administration. As to the former, we should have attained a point where driving is unnecessary. Our teachers are with us in the capacity of counsellors and leaders. When we discard the idea that we perform tasks for some teacher and realize that we are in business for ourselves we have become students. As for our attitude toward the administration, we have been chronically hypercritical. If any one of us were running affairs he would revolutionize things and substitute new machinery at every turn. This sounds well, and might "pan out"; no system is beyond improvement. However, we generally neglect to view things from different angles and a disinterested perspective. The ultimate way must be to give all credit for things well done, and to approach most cases with reserve judgment.

* * * *

One of the things which we wish to suggest is the value of solitude. With no desire to minimize the value of friends and intimates, we feel that we have not given sufficient place to the habit of spending some time alone. Some persons, it seems, are afraid to be left to themselves, recognizing within so little fruit for mental occupation, but for the cultured man it is possible, when alone, to be frank and honest to a degree unapproached in company. It is in the silence that ideas are formulated, and personal battles are fought through to decision. Ideas are formed, thus, in solution, as it were, and only after this can they crystallize as they do in conversation. The custom of some frequent or stated period in which to think by oneself is a habit the formation of which should not be postponed.

* * * *

For nearly three years we have been receiving our education just without the



sound of the drum beat. At last the roll has sounded close by—the call to arms has come. There is a hesitation as to which course to pursue in most of our minds; the decision is a personal conflict. Americans are now confronted with the possibility of considering their function in the process of civilization, not for generations, but for centuries. Perhaps no other race ever met such an opportunity when the future hung in so precarious a balance. With this prospect commanding attention there has been a tendency to slacken the work in hand. Now the call to arms means every one in some place of use, and as nearly as possible in the place of his peculiar ability. This cannot be effected at once, for much adjustment is involved. Nevertheless, until we find our peculiar uses, each of us is called to the maximum efficiency in the present occupation. This, then, is the by-product which we shall find, a place for every man, woman, girl, and boy, and for each the possibility of an ever greater capacity.





Student Standards

A professor of some distinction in a very large university not far from Monmouth, in his most recent book, declares that colleges have become "subservient to administrative routine. They must run smoothly and uniformly. Personality is sacrificed to machinery, as in any other large and complicated institution."

Everyone knows that the demands of modern work call for efficient organization in college as elsewhere. This naturally follows the constantly increasing size of the student body, the corresponding multiplication of departments and the expansion of the curriculum, as well as the increase of library and other facilities with which to supplement class work. A student linked up with the requirements of the modern educational regime faces no holiday task, unless he is confessedly a "shirk". It is no job for invertebrates. He finds a certain latitude for his own choice of subjects; is subject to certain restrictions as to prerequisites; assumes definite obligations to meet class-room and examination requirements; and must undertake the completion of a fixed number of semester hours for his degree. Add to this an over-share in the round of "student activities" and certain time for legitimate diversion, and it is possible to reach the conclusion that "personality is sacrificed to machinery."

The first peg I would stick into a student's standard is that he is no exception to those in the world who must look their situation squarely in the face. He must make up his mind what he intends to do with the problem of responsibility which confronts him at his time of life. It is his business to do this clearly and frankly. It is also the business of the institution to furnish him ample assistance to make his adjustments with the best advantage.

Moreover, every student must assume an obligation to realize that his college course is the major reason for his existence while he is in matriculation. The conditions he is under for study are the outcome of educational experience to date, at least for his institution. To consult his own welfare, he must select considerably the work he desires to have enter into the building of his mind and character. Just as deliberately he must restrict his participation in the "extras" which his surroundings hold out to him. It is only right that the institution, in his interest, should share with him the responsibility of executing this restriction.

Another requisite for a student to realize is that the big thing for him to achieve in college is *power*. Persistently and patiently to grow daily in power is



“to be saved”. Everyone may arrive at this result by the acquisition of a growing body of facts, of a select fund of the best available ideas, past and present, and by self-initiative in the processes of clear thinking. Every subject furnishes incentives to these paths to power, to any one who has become self-conscious. To know much and to be able to reach honest conclusions deliberately assures a life of useful service after college.

A vital secret in winning a high standard is this. During every step of one's development, on its religious or its physical, or its mental side, it is essential to cultivate scrupulously the habits and manners of a gentleman. For this purpose, the student, lady or gentleman, need provide no special literature outside, perhaps, of Emerson's essay on “Manners”. The essential thing is definite intention. Given this, the desired result follows. “Manners maketh the man”, the saying of a wise old English bishop, contains the vintage that cheers work and association in every sphere. The proper association of manners is with integrity. The world can never be persuaded to believe in the spirituality of those who are intellectually dishonest; and the manners of which I am speaking will not accept any sort of credit that is not intellectually paid for.

A student reaches the high watermark of his standard, as the captain of his fate, when, like the manager of a large industrial enterprise, he begins the day with a program. It is the drudge, or servant, who is the creature of routine. It is the birthright of the college man or woman to work under the joy and the advantage of a program. Merely to follow what the day brings as a “stern-featured duty” or to live in curious expectation that something may happen by way of interest, is “chains and slavery”. College is the student's first real chance to work out efficiency of mind and character, on the principle of self-reliance, before merging himself with “the world's way”. In the processes of thought and work (both given for man's salvation), it is a high privilege that one may determine for one's self whether or not personality shall be sacrificed to machinery.

L. E. ROBINSON.



Page Two Hundred Twenty

IN MEMORIAM

REV. W. J. BUCHANAN

September 8, 1857

April 19, 1917

CHRONOLOGY





12. Sam opens up and sweeps out. Campus is brightened by the elements and high school prodigies.

13. First chapel. Torch light larade to get acquainted. Hortense is mistaken for the spider lady in the carnival.

14. Lost—the way to recitation rooms. Finders please notify the class of 1920.

15. With a shoe shine and a package of gum the boys descend en masse on the dorm. "That's where my money goes."

16. Y. M.—Y. W. Reception. Mary McClellan, "O I think I'll know my date. I've seen him once." Annette Kellerman II takes a plunge in Sweet Afton.

17. Claire and Nick decorate the auditorium for College Church. A good turn out.

18. First College Prayer Meeting.

19. Freshmen girls hear the Philo yell and think it is the pole scrap.

20. Skinny H. and Skinny F. star in swimming feat at Woodbine Cottage.

21. Maynard—"Mr. Hunter just sit beside your sister and I know you'll be good."

22. Nancy W. entertains her friend over the week end.

23. The Pole Scrap—decisive victory for 1920.

24. Rainbow colors on the campus—green, yellow and blue.

25. Marian McDowell—"This looks like it is going to be an awfully dull year."—*somewhere on the border.*

26. Annabelle D.—"I came to school to find a man. Mother had pretty good luck." Annabelle seems to be following in her mother's footsteps.

27. Miss Barr, "Mr. Stewart, when do you study your lessons, the day before or just before you come to class?" George—"Generally the day after, Miss Barr."—if at all.

28. Flag pole is dedicated. Col. Palmer in address, "When I was in college ice cream was pretty rare, for four quarts equalled one gal."

29. Iowa Wesleyan game. 19—0. Eccritean Roast at Cedar.

30. "Hello, is this the Woodshed?" Boyhood memories probably.



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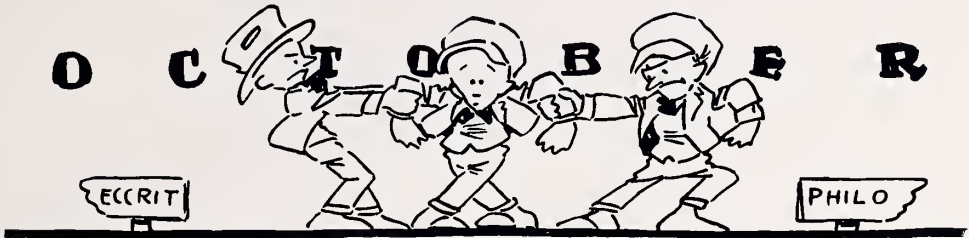
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1. Helen Barnes, meeting Miss B. at 11 p. m.—“Good evening.”
2. “Flooy” Gettemy at chapel—“Austin ought to have his mug in a deck as the joker.”
3. Shhh! First “High Tribunal” (?) meeting. Sophomore representative receives a message to spread it on thick.
4. Freshman girls begin to get off the sidewalks and open doors.
5. Eccritean Open Night. New pep in evidence. Opened with a prayer and closed with a sleepy-eye.
6. Robbie— “Tell me, class how you have avoided so much knowledge.” “Aren’t you surprised?” Esther Cleland—“As Socrates has said ,one is never so wise as when one’s ignorance is realized.”
7. A full moon. Picture shows do a poor business.
8. Byford, Reed, and Mac grow less anxious over their long distance calls from home when they are informed that they have waited long enough.
9. Leiper (in prayer meeting)—“I always pray before taking one of Prof. Graham’s tests.”
10. Robby—“Is there anyone here looking forward toward the law?” Jim Hutchison in a stage whisper—“No, but we’re thinking about court—ing.”
11. Bob Wilson—“What makes Doc so large?” Vic.—“He eats right.” Bob—“Then Maynard must eat what is left.”
12. Philo Open Night.
13. Team leaves for Coe. Lots of pep. Ted and Horty are found looking over a favorable farm location on a downtown map.
14. Unheard of and Unprecedented. Dorm bars let down and student body meets the 12:01 train.
15. Mildred W. and Bell walk home from church under an umbrella, entirely oblivious to the fact that the moon is bright and the stars are shining.
16. Robby decides his classes aren’t working, and assigns three papers and two tests. Chapel pep meeting. Returned heroes make speeches.
17. Dreadful mishap befalls Prof. Maynard’s harness in chapel. Even Miss Barr smiles.
18. Little pale slips make their deadly appearance.
19. Decided change for the better. There might be some cum laudibus yet.
20. A. B. L. initiation. Greatest human zoo in captivity. Second Church reception.



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Page Two Hundred Twenty-seven

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21. Y. W. spread. Miss Corbett talks. Football men take a vacation.
22. Prison Camp Relief Fund started.
23. Robby—"People today are overclothed, and some are underclothed."
(Confusion in the class).
24. Martha Munford, studying English—"A treaty is something you have at the end of a war."
25. Mildred Irvin, seeing a sign on walk that Sam and Alice are going to the game—"I didn't know that Sam was on the faculty. I can't find him in any of the old annuals. What does he teach?"
26. Vera M.—"Is that a nut bowl?" Liz—"Ycs, get in kid."
27. Aleth. initiation and spread. Pep meeting. Hortense decorates her room in black.
28. Northwestern visits us. Dorm masquerade. Miss Brownlee gets to the Golden Gate at 10:16. Bonfire and speeches.
29. Sunday—Dorm girls hurry up the monthly remittance.
30. Prof. Wisdom explains the difference between "proposal" and proposition to his freshmen. A head of cabbage gently wafted into prayer meeting.
31. Artists' Course. Miss Wilmer gives Experience.



1. Miss Wilmer reads at chapel. Republican meeting. Freshmen wish they could go. German play and initiation.
2. Democratic meeting after chapel. Robby, inquiring into the meaning of "bonehead"—"Oh yes, you mean one whose cortex is rather ossified."
3. Philo banquet at the Colonial. Fergie toasts the Ladies!
4. Monmouth goes to Lombard. Bugs comes home broke. Cobb and Parr walk to Galesburg—10 to 2 o'clock.
5. College Church. An offering was taken from among us.
6. Doctor advises the student body not to stake its all on the election; he should know.
7. Philip to Estelle—"Have you voted yet?" She, turning very red,—
"No! I'm not ready to swear my home is going to be here."
8. Eccritean Banquet.
9. Doc. chaperones a crowd to hear Van Pelt's oration at Galesburg. Doug,' Kerr and Pat take a little road work. A new fraternity, "At the Sign of the Hershey."



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See page 223

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10. Lake Forest losses.
11. First snow.
12. Senator Burton on the Lecture Course.
13. Prof. Austin after chapel—"Sometimes I feel just like getting right down on my knees and asking the Lord to forgive me for playing such music."
14. Marian Mc. receives the third censored letter from the border.
15. Doc. delivers his annual chapel speech on the three classes of students, ones who try, etc. Sunda—"Doc. never spoke of my class at all, I'm in the fourth."
16. Mrs. McMichael gets up a party for the "Wolf Woman".
17. W. and V. game. A profound silence ensues. Braucht starts hunting a job.
18. "Modern Chivalry" at Y. M. Poor Philip is quoted at the dormitory, although he was out of town.
19. Dr. is laid up after his trip. Ask Dean W. why.
20. Dorm transformed into a guardhouse. Doctor campuseth round about them that disobey him.
21. "Acres of Diamonds" at Galesburg. Ruth and Kelly prefer to discuss one at home.
22. Rev. Douglass leads chapel. The organ gets away from Austin again.
23. Mildred W.—"I like your little hat so well, Frances." Frances P.—"Denny likes it too." M. W.—"That's funny for a boy to notice a hat." F. P.—"Well, you know big ones get in the way so."
24. The Second Team gives Knox a premonition.
25. Last of the Armenian sermons. Collection taken.
26. A reception committee greets Grace from the second floor at 12 M.
27. Who put that tin canned dog in through the engaged room window.
28. Bill Reed to Jay Kelley—"You better order some more coal or I'll have to burn some of those 'log' books upstairs."
29. Knox pep meeting. Adjournment to the Princess.
30. Knox game, 7—7.



4. Back to the fold. Football men start recitations.
5. Freshmen win the Fresh-Soph football game. Haworth scores all the points. Braucht in the form of the plunging full.
6. "Fair and Warmer" in town. Dates down stairs; other in the coop.



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7. Miss Barr—"Mr. Douglass I should like to suggest a subject for a 'Light Occupation' cartoon, wiping the sweat off the brow of a hill."

8. Basketball tournament begins. Y. M. Stag Dinner for the Team with Dad Elliott as the chief attraction.

9. Dormitory opens social season with an "At Home". Mistletoe is a failure.

10. Landgraf and Kilpatrick both at Law.

11. Hawcock's hope that the person who bought a nickel's worth of pie and stole a dollar's worth of sign will not repeat it in the future.

12. Promises of coasting. Individuals try it on the walks.

13. (Voice over the telephone)—"Would you like two ten cent tickets, Miss Brownlee?" Miss B.—"What for?" Voice—"20 cents."

14. Dyer, during discussion of the banishment of the ambassador from Rome, "I suppose a person off in the upper story would be an 'Attic babbler'."

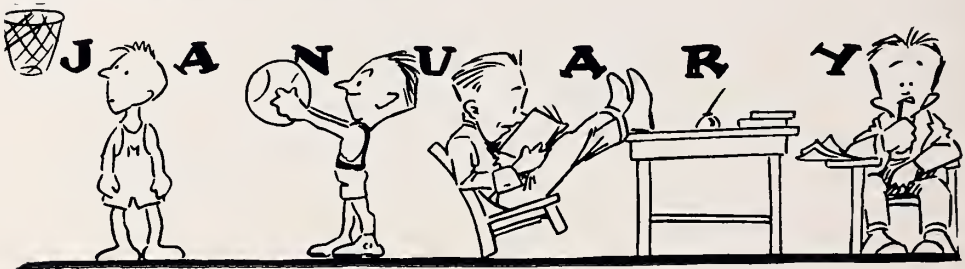
15. Football men entertained by Mr. and Mrs. Brook. Fat beams over the heaped plates.

16. Town girls entertain dorm girls at Milne's.

17. Miss Barr and Prof. Faber blushing enter the date section at the First Church.

18. The good-bye tests are administered. Basketball practice interferes with prayer meeting.

19. Annual Board joins the I. W. W.



3. Taxis filled. Two have to walk from depot to the dorm.

4. Signs of intellectual regeneration? Miss Winbigler suggests to Mr. Stegeman that the basketball boys be encouraged to lengthen their trousers.

5. Anxious members of Prof. McMillan's classes send him flowers. A's for Peg and Rebe.

6. Faculty Reception. Faber isn't sure whether he is a part of Miss Finley or Miss Kettering.

7. College church. Warm night, full moon,—

8. Northeast corner of the campus turned into red light district. Ladder is left in haste when lights are turned on.



Page Two Hundred Thirty-five

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9. College authorities notify Hunter House that ladder must be removed. Reward is serenade for Caroline.

10. Robby to Jay Kelley—"Some of us are going to wake up in a hundred years with a great deal of surprise."

11. Philo Ladies' Night. Lee Henry reads from Milton.

12. Sophs have a party with the freshman eats. Two baskets of sandwiches enter the dorm at one A. M.

13. Helen Gibson notified that the freshmen will pay two dollars for a broken plate. Total expense \$16.00.

14. Annabel D., brushing her coat vigorously,—“What’s in that brush? That’s flour, D——n it.”

15. Ruth C.—“Did you know Braucht carried home four chunks of coal in his suit case?” Grace Mc.—“He did not. He took them out. And I know.”

16. The inmates of Woodbine discover Kilpatrick and Wilda holding devotions on their porch. Very touching too.

17. Doctor, investigating after the girls gym. class exhibition, “Clarence, when I passed you, you whistled some signal, did you not?” Clarence—“I was just whistling for a date was all.”

18. Music Club presents Tilly Koenen, the great Dutch contralto.

19. Monmouth vs. Armour at home. Martha M. reciting in Bible is told that “it is a bad thing to get the wrong man.”

20. Junior taffy pull. Miss Brownlee discovered sneaking in late again.

21. We all swim to church and skate home.

2. Maynard—“A man loves a woman because he can’t help himself.” (Gibby shows signs of amusement). “If you haven’t discovered that yet you will pretty soon, Mr. Gibson.”

23. Ida Tarbell lectures on “Industrial Idealism”. Cramming season is started.

24. Miss Brownlee is out late again. Monty breaks a tooth on a Subway steak.

25. Human endurance test begins. Gertrude A. stays up all night.

26. Finals continued Monday. Knox game 43-30. Quinby sits on Ziggy.

27. Ruth Cresswell, occupied in declining late dates, declares war on her unknown friend.

28. Thought is taken for the morrow and special attention is given to Bible study.

29. Kilpatrick appears at school in a white collar!

30. The last of the try outs are administered. Byf. sends home the questions to help explain the grades.



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1. Seniors invest in diplomas. Mac declares is a rather risky market.
2. Baldrige—"My, I haven't got a date for tonight." Freshman Bryson—"Well you'd better hurry up. When I got mine about all the good girls were gone."
3. Miss Finley plays a "boat song" in chapel. Dick A. says he is C sick.
4. 9:15 is pronounced too late for Sabbath night. Miss B. says that boys must not come in to warm their ears.
5. Coldest day since the early forties. Bill and Leila mistaken for bride and groom at their parting.
6. Prof. Maynard—"The Norman Conquest occurred in 1042 you know." Perhaps he was looking at his watch.
7. Doctor delivers his post-examination chapel sermon as our records home-ward speed. McKee steal some milk.
8. Martha M., looking at a Kodak picture—"Well, there's Honk; where am I?"
9. Marian sings a solo entitled, "Longing for You."
10. Lake Forest catastrophe. Goodbye Championship.
11. West Side church attains sudden popularity.
12. Lincoln's birthday exercises. Boys' Glee Club starts out spontaneously before Faber gets there.
13. Prof. Wisdom—"Well, what else do we need on this stage along with the bench. Bill Reed—"We need a moon."
14. A profusion of flowers. St. Valentine's Day.
15. Gailene stars as Audrey in "As You Like It".
16. Y. W. Farce Night. "Prunes" make a hit.
17. Sloats' vs. McCracken's according to schedule.
18. Somebody stays home from church to compose a proc.
19. Icy walks. Seats by the window in demand.
20. Barnett remarks in class meeting that the girls usually finance their own way to class banquets and it may make some difference in the number of dates.
21. Doc. is informed that a Soph has been seen on Broadway with the Freshman president.
22. Town and Gown Banquet. Endowment campaign is launched and "Five Thousand Club" is formed.
23. An unexpected holiday. Clipping from the Review—"The Juniors



Page Two Hundred Forty-one

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started the pep going with their songs and yells. They seemed better organized than the other classes."

24. Miss B.—"Anna Mary, won't you play or sing for us? Oh yes! You don't do anything but dance."

25. Dr. Rankin at college church. Doc. thanks Chick for coming so far front.

26. Why has Lyle become so suddenly shy of the ladies. We wonder.

27. The dorm is entertained with a back yard serenade. The third floor contributes a Hershey bar.

28. A bunch of innocent bystanders help freshmen do their stunt in front of the dorm. "A frog chorus is given."



1. Fluz returns from the Border. Robby doesn't understand the commotion in class—"What is the joke, class? I excused Mr. Baldridge to go to a funeral."

2. Girls' Glee Club appears at Little York. Wisdom and Mrs. Mc. are detained by a flat tire.

3. Wisdom and Mrs. Mc. arrive in Monmouth.

4. Rev. Grier preaches his last sermon. We are revived again.

5. Canning once more peaceably passes the flag pole.

6. Governor Ferris to Rebe—"Are you an instructor here, Miss Lowry?"

7. Seniors go to dinner at the dorm. Dean Whiteman arrives late in order to avoid asking the blessing.

8. Dago Kelly acquires a car and is taken for a taxi man by one of the faculty.

9. Peg is heard to remark in Columbus Junction that she and Don are looking for a house.

10. Ruth C. and Gailene take Ward riding in a borrowed rig. The police are notified.

11. Musical troupe comes down from whipped cream to skimmed milk again.

12. Mildred I. sends forth cries for help from the darkness. Miss Brownlee to the rescue. Second imprisonment made.

13. Anna Berry and Anna Mary find Kirkwood very entertaining.

14. Girls' Glee Club dances on tables in a Burlington church.

15. A. B. L. Spread night. Some Eccriteans once more find their way to the third floor.



Page Two Hundred Forty-four

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16. The Cabinets go to Biggsville. Vera M. to Bill D., in the darkness—"Oh! Hang on tight."
17. Freshmen have a party. Hook and ladder company organized. President, Anna Turnbull.
18. Vic starts his spring date campaign.
19. Fat decides to institute suit against the Boston Garter Co.
20. 1919 Ravelings election. "I don't like these dirty politics, but the devil take the hindmost."
21. Ruth Cresswell thinks "String" Williamson should be changed to "Ravelings".
22. Mamie Blatt (at 11 p. m.) from her window—"Darn such a little dog for keeping human beings awake." Voice from across the street—"Do you want us to kill him for you, Mamie?"
23. Military training agitated in M. C. Orr's army growing fast.
24. Honk suggests the immediate mobilization of John Henry's and Van Gundy's cavalry troops.
25. Dorm quiet hour observed on the Kirkwood road. Charley McQuiston Sherlocks again.
26. Boys' Glee Club take lessons in packing dress suits.
27. Fat and Grace are showered with rice on the train. A traveling man consoles them by telling them he was a honeymooner once himself.



4. Kilpatrick is all worn out after helping the folks move.
5. Wisdom tells Rex and Vera not to try to use the same chair at the same time.
6. Nick's spring footwear insists that he take a taxi back to the dorm. Snow makes a foreboding prospect for spring trench practice.
8. Byf. meets all Chicago trains, then learns she has been back for 24 hours.
9. Criminal Club reunion and smoker.
10. Mass meeting of boys votes for compulsory drill.
11. First drill. Davidson and Bryson bring up the rear.
12. Harriet Lytle—"I always look forward so much to the covered bridge on river trips."



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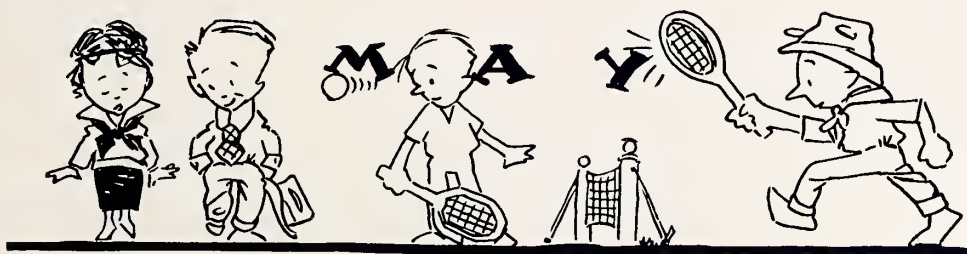
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13. Girls' Glee Club concert.
14. Livingston returns on furlough.
15. Guard house closed again. Catherine Mc. tells Miss Brownlee it was worth two weeks.
16. We do our bit for our country by sacrificing personal comfort and arising in the middle of the night.
17. Faber down with the measles. Kil.—"I'll bet Miss Barr will have them too. You know they're always together." Ghormley—"Well, that's a sure sign, isn't it?"
18. Cecil Wilson commands a platoon. Ranks are shattered, stearms are crossed.
19. Miss Barr is overtaken by the measles also?
20. Leila Brown to Granville—"Where's my Love?" Lyle—"Here I am."
21. Wisdom uses up his last finger nail on the Junior play.
22. Boquets in evidence at church.
23. Junior girls put on green stockings; a good day for advertising.
24. Class play, "Green Stockings", presented.
25. Nancy is all in after her whiskey and soda scene.
26. Last Oriole Club dance. Doughnut night. Mildred Irvine gets lost.
27. A. B. L.-Aleth. Contest. Juniors play in Stronghurst. Best feature of the town its opera house. Chick and Bob lose their way.
28. Cobby decides Stronghurst would be a fine place to live in.
29. Rainy night. Everyone goes to church. How about it, Rex?
30. Tingley visits chapel in uniform. So rainy everyone's patriotism is nearly drowned.



1. Snow storms over and it bids to be fair and warmer.
2. Miss Barr announces that she was not afflicted with the measles.
3. Helen and Rebe find the carnival too tough for them. Bob Wilson says he'll see us in France. Good-bye.
4. Trench cavalry drills in the dorm. Sam takes command. Anna and Frances find the key hole the only safe observatory.
5. Military Bawl given by girls as a farewell. College entertains Western Illinois Inter-Scholastic.
6. Kerr gives the tennis courts another day of rest.



Page Two Hundred Fifty

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7. Big landslide occurs, about a dozen boys leave for the farm. Our Love has departed.

8. Honk—"Are you going to war, Vic?" Vic—"Well, if the boys all go some one will have to take care of the girls, and I appoint myself a committee of one to be that person."

9. Ghormley in Phil—"It's hard to think of nothing." Robby—"I should not try."

10. Lida—"What did the answer to that first question depend on?" Lee—"It depended on what I read in the library last night."

11. Ross comes to class all lit up in a new spring suit. "Now let the girls feast on me."

12. Junior-Senior breakfast. Banquet dresses have been purchased in vain.

13. Barnett—"I don't get by with the ladies, I just butt in."

14. Robby—"We are ignorant, but we are unconscious of it, just as Mr. White is unconscious of his sleeping back there."

15. The last Officers' Training Camp rookies have disappeared.

16. Lucille Meloy—"I suppose it would be unpatriotic to gather Dutchman's breeches this year."

17. Louise W. to Mildred I—"Do you know why the Kaiser changes his socks twice a week?" "No, why?" "Because he smells defeat." Honestly!"

18. May Party.—(in honor of what boys are "sticking it out").

19. Lyle Craig—"What is the fare to Biggsville?"

20. The poor business manager enjoys a day of rest.

21. Cecil Wilson—"I guess I'll just wait here until the reconstruction period comes."

22. Then, in the course of human events, our thots turn toward Oquawka.

23. Elsie F.—"If a man asked me to marry him now I'd thing he just preferred me to a bullet."

24. Clara Schrenk—"You know Marie Rankin has been arrested for bootlegging, because she brought Beveridge into the dorm."

25. Miss Brownlee's troubles are lessened as the boys leave. M. C. is speedily becoming a merry widow institution.

26. Esther reserves her daily bulletin. "Suspense in news is torture."

27. If anybody comes between Wilda and Kil they will have to be mighty blamed thin.

28. "What kind of a 'graft' course is Hortense taking?" "Landgraft."

29. If Lida Work will Merrill Ade?"

30. Mary Mercer discovers she need never worry about the high cost of flour.

31. Esther Curry says she can't be happy unless the roads are good.



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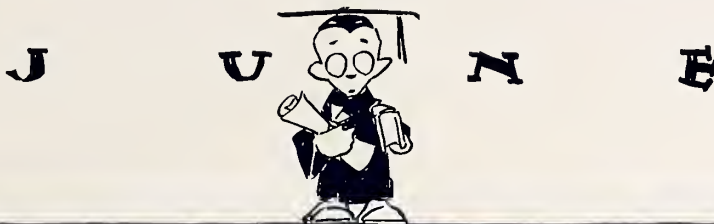
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1. Catherine Mc. heard from the front again.
2. Clara S.—“I have been after Art Sawyer for two years.” Mildred—
“You have? Why, Clara?” “Because his name comes before mine on the roll.”
3. Cobby—“The Coast Defense looks pretty good to me. You see they
can’t move the coast to France.”
4. Books are again resurrected. Cramming season once more.
5. Freshman—“Is Harriet Lytle a Catholic?” Jean—“No, why?” “She
seems to like the Saints so well.”
6. Caroline and Clara have a fight over their steadies.
7. Senior reception.
8. Inter-society contest.
9. Diploma night in literary societies.
10. Sermon to Y. M. and Y. W.
11. “Annual” Prayer Meeting.
12. Senate meeting. Class Night exercises.
13. Alumni Day.
14. Class of '17 become Alumni.





Page Two Hundred Fifty-six



THE END

